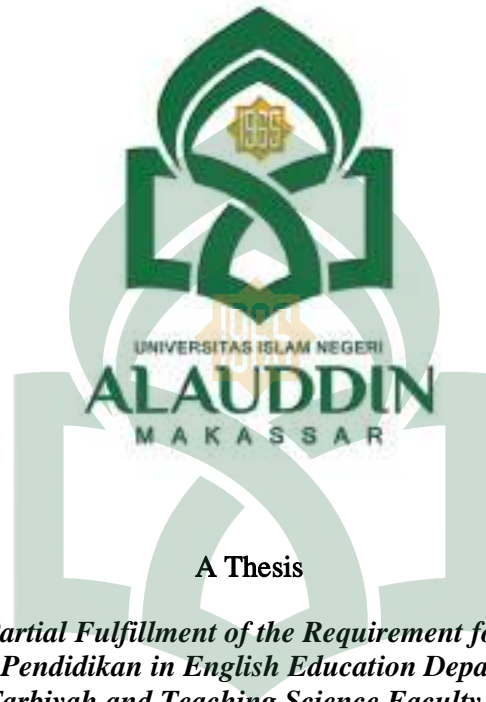


**THE USE OF SPOOF TEXT IN TEACHING READING
TOWARD THE SECOND GRADE STUDENTS
OF SMA NEGERI 1 TINGGIMONCONG
KAB GOWA**



A Thesis

*Submitted in Partial Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan in English Education Department of
Tarbiyah and Teaching Science Faculty of
UIN Alauddin Makassar*

By

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The researcher realizes that, the writing of this thesis is far from perfect. Remaining errors are the researcher's own; therefore, constructive criticisms and suggestions will be highly appreciated. May all our/the efforts are blessed by Allah swt. Aamiin.

Samata-Gowa, 24 November 2017

The researcher,



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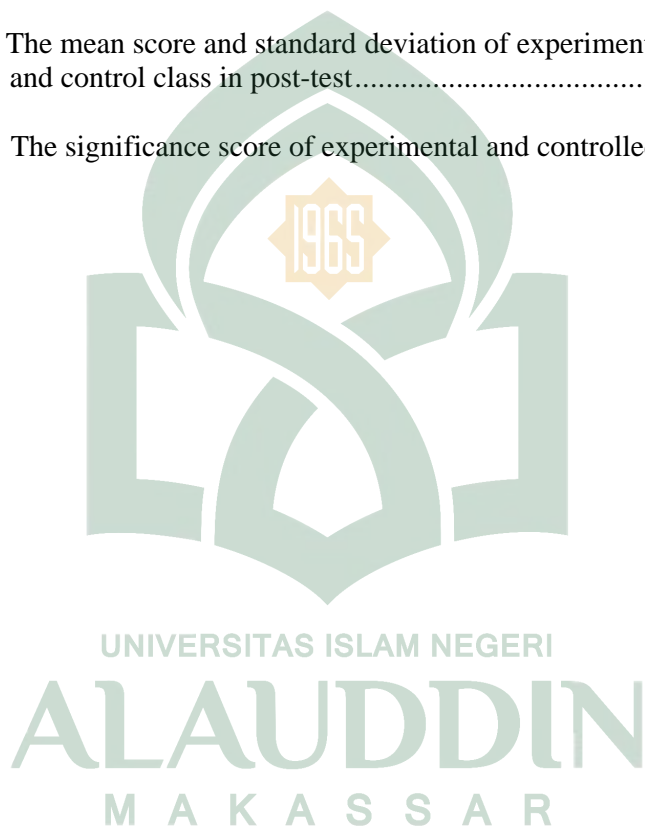
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ABSTRACT

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The research aimed to examine the effectiveness of the use of spoof text in teaching reading toward the second grade students of SMA Negeri 1 Tinggimoncong Kab Gowa with these research question: "To what extent is the effectiveness of using spoof text in teaching reading toward the second grade students of SMA Negeri 1 Tinggimoncong Kab Gowa?". The objective of this research is: "To find out whether spoof text is effective in teaching reading at second grade students of SMA Negeri 1 Tinggimoncong Kab Gowa".

The researcher applied quasi-experimental design with non-equivalent control group design. The population of this research was the second year students of SMA Negeri 1 Tinggimoncong which consisted of 204 students. The sample was taken by using purposive sampling technique which consisted of 40 students with 20 students as experimental class and 20 students as controlled class. There were two research variables: independent variable and dependent variable. The independent variable of this research is spoof text as a media and dependent variable of this research is teaching reading.

The data were collected through pre-test and post-test. The result of the data indicated that there was only little difference between students' post-test in experimental class and controlled class. The mean score of post-test (47.25) in experimental class was higher than the mean score of post-test (42.5) in controlled class and the standard deviation of post-test (9.93) in experimental class was higher than the standard deviation of post-test in controlled class (6.58). But, from t-test, the researcher found that the value of t-test (1.78) was lower than t-table (2.042) at the level of significance (α) = 0.05 with degree of freedom (df) = $(N_1 + N_2) - 2 = (20 + 20) - 2 = 38$.

Based on the finding and discussion of the research, the researcher drew a conclusion that the use of spoof text is not effective to improve the students' reading comprehension at the second grade at SMA Negeri 1 Tinggimoncong Kab Gowa. The cause why this media was not effective to improve students' reading comprehension was that the researcher did not use another media while teaching reading by using spoof text. Therefore, the researcher suggest that in teaching reding by using spoof text, the teacher needs another interesting media in order that the learning process can be more interesting and the students can comprehend the spoof text.



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CHAPTER I

INTRODUCTION

This chapter deals with background, research problem, research objective, research significances, research scope and operational definition of terms.

A. *Background*

Human cannot be separated from communication. Communication helps human to deliver a message or more. The best instrument which is used to communicate is language. According to Brown (2000), Language is a system of arbitrary conventionalized vocal symbol, written or gestured symbol that enables member of given community to communicate intelligibly to each other. There are several forms of communication; the forms are spoken language and written language. The purpose of communication is to send a message from the writer or speaker to the reader or listener.

English is an international language that has developed rapidly. It can be met in field and sector of all countries around the world, like; science, technology, education, art and culture, etc. Some countries around the world use English as a tool for communication. In the other words, the countries do not want to isolate in international communication. They want to connect to each other in one international language. Because English has been put in curriculum of the education program, it must be learned by the students.

In learning English, there are four skills that the students should be mastered in their study. The four skills are speaking, listening, reading and writing. Reading is one of the four basic skills in learning English holds an

important role in daily communication because reading is the most important thing when someone want to learn something especially in learn about languages.

Based on researcher interview with the English teacher and with one of the second grade students on 12th August 2016 in MA Bukit Hidayah Malino, most of the students were lazy to read because they felt that reading was a boring activity, so their skill in reading became poor, and they were difficult to improve their skill, like pronunciation, fluency, and the most difficult was that the students were difficult to understand the content of the text. So, the teacher need some tactic to solve the problem, one of the tactics that can be used by the teacher to make the students interested in reading, that was by using spoof text.

The researcher believed that, teaching reading by using spoof text can be more interesting because with this one, at least the students who always frown when learning English can be cured. Other reason was in spoof text there is funny ending and the social function of spoof text was to entertain someone who read it. So, when teachers teach reading to their students by using spoof text, the students who hated English lesson will love it.

In curriculum 2013 said that, text should be learnt by the students as a tool to implement social function contextually that concerned with students' life. Skill in use text materialized in communicative action comprehend the meaning through reading. There were two kinds of text that should be learnt by the students. The first one was functional text and the second is monolog text. There are twelve genres that should be mastered by students in monolog text. They are

analytical exposition, descriptive, discussion, explanation, hortatory exposition, narrative, news item, procedure, recount, report, review and spoof text.

Mentioned in the cambridge advanced learner's dictionary online, there are two meanings of spoof text. First, as a noun, the meaning is, "a funny and silly piece of writing, music, theater, etc. That copies the style of an original work". Being second, spoof as a verb, meaning, "to try to make someone believe in something is not true, as a joke". Spoof of the second meaning above, it can be concluded that the definition of spoof text is a text that contains humor though most of the text has been modified from the original.

In teaching reading, the spoof text that is used should be interesting and close real-life situation in order to make students easy to understand the text.

Related to the background above, the researcher is interested in conducting research on *"The Use of Spoof Text in Teaching Reading at the Second Grade of SMA Negeri 1 Tinggimoncong Kabupaten Gowa"*.

B. Research Problem

Based on the previous background, the researcher formulated the research question as follow:

"To what extent is the effectiveness of using spoof text effective in teaching reading toward the second grade students of SMA Negeri 1 Tinggimoncong Kab Gowa?"

C. Research Objective

The specific objective of this research was:

“To find out the extent to which Spoof text is effective in teaching reading toward the second grade students of SMA Negeri 1 Tinggimoncong Kab Gowa”.

D. Research Significance

The results of this study were expected to give both theoretical and practical significances as follows:

1. Theoretical significance

First contribution to this research was theoretical significance. The finding of this research can provide information about the condition of the English teaching learning process in SMA Negeri 1 Tinggimoncong Kab Gowa, especially in teaching and learning reading by using spoof text. Through this research, the reader can understand the effectiveness of spoof text in learning reading.

2. Practical significance

a. Teacher

Teacher can use the material easier and she/he will have a new tactic to teach reading by using spoof text. In addition, the teacher can make this tactic to be an interesting tactic in order the students can be easy to understand in learning English especially in reading.

b. Students

The students will be easy to learn about how to understand what the text contain, it will improve their comprehension in reading by using spoof text.

c. Researcher

The next researcher can use the result of this research to be reference to develop another case in teaching reading.

E. *Research Scope*

The scope of this research focused on finding out whether the use of spoof text is effective in teaching reading especially in reading Narrative text toward the second grade students of SMA Negeri 1 Tinggimoncong Kab Gowa.

F. *Opertional Definition of Terms*

To avoid misunderstanding, there were a few operational definitions of terms in this research, They were:

1. Reading Comprehension

Reading comprehension is the level of students' understanding of text/message. This understanding comes from interction between the words that are written and how they trigger knowledge outside the text/message.

2. Spoof Text

Spoof text in this research is one of the text in English. The researcher uses spoof text in teaching reading. The aim of using this text is to make the students can improve their reading comprehension because spoof text is one of the text that contain joke and has purpose to entertain the reader. So, when the students read

spoof text, they will not be bored and they can improve their reading comprehension by read spoof text.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter outlines about the related findings, theoretical frameworks, and hypothesis.

A. Review of Related Literature

1. Preview of Related Research Findings

There were some reviews of related research finding from the previous researcher, they were:

The first was Ulfah (2015) in her thesis entitled: *Teaching and Learning Spoof Text for Reading Mastery at The Second Grade Language Program at MAN 2 Martapura Academic Year 2014/2015*. The result of the research denoted that the teacher's strategy in using spoof text for teaching reading at the second grade students of language program at MAN 2 Martapura was classified into fair category. It can be seen from teacher's activities in teaching reading and the result of observation sheet. Whereas the students' mastery in reading spoof text at the second grade students of language program at MAN 2 Martapura was classified into fair category.

The similarity between the research above and research that researcher conducted was both two researches used spoof text as a media in teaching reading. But, in research above focused on reading mastery while in this research focused on reading comprehension.

The second was Hamkah (2008) on his research; *"Increasing reading comprehension of the second students of SMP Negeri 12 Parepare through telling*

information on the reading text”, He concluded that teaching reading comprehension through telling information. This technique can make the students understanding about the content of the text. This was providing by the mean score of the students where the result of the pre-test is 57.15 was (fair) and in the post-test was 77.23 (good), so it meant there was significant difference between the achievement in reading comprehension through telling information on the reading text and without this technique.

The similarity between the research above and research that researcher conducted was both two researches focus on improving students’ reading comprehension. But, in research above he taught reading comprehension through telling information on the reading text, while in this research used spoof text in teaching reading comprehension.

The researches above indicated that to improve students’ reading comprehension, the teacher should use technique that can make the students understand about the content of a text. So, the researcher used spoof text in her research because she believed that the content of a spoof text was easy to understand.

2. Some Pertinent Ideas

a. The Concept of Reading

1) Definition of Reading

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated source of information.

According to Mutmainnah (2012), reading is one of aspect of skill that influence the low achievement of the students in some language comprehension aspects.

2) Purpose of Reading

According to Martin (1991), The purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand. You don't retain much. For example, try reading these numbers: 7516324 This is hard to read and remember. 751-6324 This is easier because of chunking. 123-4567 This is easy to read because of prior knowledge and structure. Similarly, if you like sports, then reading the sports page is easy. You have a framework in your mind for reading, understanding and storing information.

3) Reading Process

According to Babbit (2002), Reading activities can be divided into three categories, depending on when they take place: pre-reading, reading, and post-reading.

Pre-reading: Collecting and defining vocabulary terms from the text will assist students in understanding words that otherwise may interrupt their reading. It will also help them increase their vocabulary in a meaningful, relevant way. Students can record the terms in a notebook or on flash cards. Another strategy involves having students preview comprehension questions so that they can focus on answering those questions as they read.

Reading: Teachers can guide students' interaction with the text by asking questions about literary elements, having students present oral summaries of the plot, or asking them to collect details or write observations on post-it notes. If students have previewed comprehension questions, they can answer these questions as they read.

Post-reading: Summarizing (see below) is an effective strategy that can take many different forms.

b. The Concept of Reading Comprehension

1) Defenition of reading comprehension

Richard in Amir (2014) said that, reading comprehension is as a process of using syntactic and semantic information found in printed text to reconstruct in the reader's mind.

Pakhare (2007) defined reading comprehension is an ability to interact with the words by understanding its complete meaning and the concept behind it.

Reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on teacher's experiences and prior knowledge (Syarif, 2015).

Reading comprehension is not an easy process. The processing and comprehending a text with a new, difficult information, and vocabulary, particularly in foreign language, is considerably different from processing something on familiar topic in one's language. It can be conclude that the students in foreign language will get difficulties in comprehending text if the text is not appropriate with their level. Reading and comprehension is one of the first steps

towards learning a language. For instance, when it comes to English as a foreign language, reading comprehension is more important. If there is no reading you want to know what aspects you do not understand and then you would not seek to understand them, which will hamper your comprehension of the language (Rizqy, 2012).

Reading comprehension is the ability to read text, process it, and understand its meaning. Although this definition may seem simple, it is not necessarily simple to teach, learn or practice. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies. According to a study by Madhumathi Pasupathi and Arijit Ghosh, the students with higher level of reading proficiency frequently used reading strategies to comprehend academic texts (Wikipedia, 2010).

2) Reading Comprehension Level

According to Wikipedia (2006), Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and their associated sounds.

3) Reading Comprehension Problems

There is reliable evidence that reading comprehension difficulty occurs frequently in children who are actually *good* decoders and spellers. The breakdown in reading comprehension can occur for any number of reasons, several of which are detailed below. It is important to understand that for a child to adequately comprehend an author's written message it requires them to be able to *analyze* and *sort* through multiple layers of text meaning. For simplicity's sake I've broken those layers down to four separate processes. **First**, to properly comprehend a written passage a child must be able to decode the words on the page. **Second**, the child needs to hold the information in working memory long enough for the information to be more extensively processed. **Third**, the child must have adequate vocabulary, grammar and syntactical skills to organize and interpret the written message efficiently. **Fourth**, the child needs to access higher order thinking skills to process the written message and go beyond the surface layer of the text and infer possible meaning. If a breakdown occurs in one or more of these steps then the child *may* fail to grasp the meaning of the text, which often results in reading comprehension problems and failure (Newmonic, 2013).

4) Components of Reading Comprehension

There are some components reading comprehension which should be focused oncomprehending a reading text:

a. Finding Factual Information

Factual information requires readers to scan specific details. There are many types of question of factual information such as question type of reason, purpose, result, comparison, means, identity, time, and amount in which most of the answer can be found in the text.

b. Finding Main Idea

Reading concerns with meaning to a greater extent than it is with form. An efficient reader understands not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas are super ordinate while other subordinate.

c. Finding the Meaning of Vocabulary Context

Finding the meaning of vocabulary in context means that reader could develop his or her ability in guessing the words which is familiar or not, by relating the close meaning of unfamiliar words to the text and the topic of the text is read. The words have nearly equivalent meaning when it has it or nearly same meaning as another word.

d. Identifying Reference

In English, as in other language, it would be clumsy and boring to have and to repeat same word or phrase every time a reader uses it. Instead of repeating the same word or phrase several times it has been used, we usually refer to it rather than repeat it. For this purpose, we use reference words most often, the reference expression will refer to a preceding word or phrase.

e. Making Inference

The important thing needed in reading understands. Writers, however does not write out everything, he expects the reader to understand. Writers use language efficiently and recognize what can be inferred from their sentence. The five components above are indicators in comprehending any passage. This study is to find out the students' ability in comprehending analytical exposition texts. It means that they also need understand the components of analytical exposition texts as the indicators of understanding analytical exposition texts (Rizqy, 2012).

5) Comprehension Strategies

Research studies on reading and comprehension have shown that highly proficient readers utilize a number of different strategies to comprehend various types of texts, strategies that can also be used by less proficient readers in order to improve their comprehension.

1. Making Inferences: In everyday terms we refer to this as “reading between the lines”. It involves connecting various parts of texts that aren't directly linked in order to form a sensible conclusion. A form of assumption, the reader speculates what connections lie within the texts.

2. Planning and Monitoring: This strategy centers around the reader's mental awareness and their ability to control their comprehension by way of awareness. By previewing text (via outlines, table of contents, etc.) one can establish a goal for reading-“what do I need to get out of this”? Readers use context clues and other evaluation strategies to clarify texts and ideas, and thus monitoring their level of understanding.

3. Asking Questions: To solidify one's understanding of passages of texts readers inquire and develop their own opinion of the author's writing, character motivations, relationships, etc. This strategy involves allowing oneself to be completely objective in order to find various meanings within the text.

4. Determining Importance: Pinpointing the important ideas and messages within the text. Readers are taught to identify direct and indirect ideas and to summarize the relevance of each.

5. Visualizing: With this sensory-driven strategy readers form mental and visual images of the contents of text. Being able to connect visually allows for a better understanding with the text through emotional responses.

6. Synthesizing: This method involves marrying multiple ideas from various texts in order to draw conclusions and make comparisons across different texts; with the reader's goal being to understand how they all fit together.

7. Making Connections: A cognitive approach also referred to as "reading beyond the lines", it involves finding a personal connection to reading, such as personal experience, previously read texts, etc. to help establish a deeper understanding of the context of the text (Wikipedia, 2010).

c. The Content of Spoof Text

1) Definition of Spoof Text

Spoof text is text which tell factual story with funny story. The social function of spoof text is to tell an event with humorous twist and entertain the reader. According to Sudarwati and Eudia (2007). The purpose of spoof text is to tell an event with a humorous twist and entertain the reader in spoof text. So, if there is no twist in the end of the text, it will not be a spoof text.

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story. Generic structure of spoof texts:

1. Orientation, sets the scene;
2. Events, the writer tells what happened;
3. Twist, provide the part of the story with an unpredictable ending;

Language feature of spoof text includes:

1. Focusing on people, animals or certain things;
2. Using action verb (material processes), e.g. ate, ran, saw;
3. Using adverb of time and place;
4. Told in chronological order;
5. Use of past tense;

Social function of spoof text is to retell events for the purpose of informing or entertaining (Rizqy, 2012).

2) Procedure of Spoof Text

There are three part of generic structure of spoof text. They are orientation, event, and twist. Prima and Triyanti (2011) emphasize the organizations of spoof text are as follow:

a). Orientation

It tells the reader who was involved, what happened, where this event took place, and when it happened. It is also the introduction of the story. By giving the

orientation, reader will recognize, for the first time, who was involved in the story/participants, when/time, and where/place. It should introduce participants of events happen, show place where the events happen and identify the event clearly.

b). Event (s)

It involves the event(s) in which they happened. It is also tell what happened in chronological order and in what sequence. A personal comment or evaluate remarks, which are interlude throughout record events. Events should be written in complete sentence. Events should be confirmative and entertaining for readers (both). Events should be added with irrelevant details to the topic of the text.

c). Twist

It provides unexpected funny ending. It is also provide the funniest part of story which unpredictable and funny ending to involve entertain the reader. Readers even did not predict before that it would be.

3) The difference between spoof text and anecdote text

In text types discussion, Anecdote text has generic structure on how it is composed and the generic structures of anecdote are abstract, orientation, crisis, reaction and coda. while we know that the generic structure of spoof text is orientation, events, and twist. So the point is there are different generic structures between spoof text and anecdote text. Spoof ends with twist while anecdote is accomplished by coda. That is the point, how to differ easily between spoof and anecdote text (Copyright, 2014).

4) The difference between spoof text and recount text

Clearly the differences between spoof and recount text are seen at the applied generic structure. For the first stages, both spoof and recount have similarity. Both introduce the participants of the story and, orientate the main event and set the time and place. After that both spoof and recount text expose the following events in detail. The last phase is what makes them different. Recount text will summarize the introduction and closed with the writer's subjective feeling concerning the events. Meanwhile spoof text will end the story with what we call TWIST. It is the unpredictable thing. Reader has expected certain point in the ending on the contrary hand the story itself moves to another unexpected ending (Copyright, 2016).

The example of spoof text:

The lecture on the supernatural

The professor at the university of Greece in Klamat is giving lecture on the supernatural. To get feel for his audience, he asks: "How many people here believe in ghosts ?" About 90 students raise their hands. "Well that's a good start. Out of those you who believe in ghosts".

Other example:

100

Susie came skipping up the walk. She opened the door and said, "Mommy! I got 100 today" The mother replied, "That's great, dear! What did you get in ?" "Two things", Susie said. "I got 46 in science, and 54 in mathematics".

Other example:

The frog and the cute girl

A frog telephones the love fortune-teller hotline and is told, “you are going to meet a cute young girl who will want to know everything about you”. the frog says, “this is great! Will I meet her at a party, or what?” “No”, says the fortune-teller. “Next semester in her biology class”.

B. Theoretical Framework

There are many techniques that could be presented in learning reading. One of those techniques is by using text. The teoretical framework is illustrated as follows:

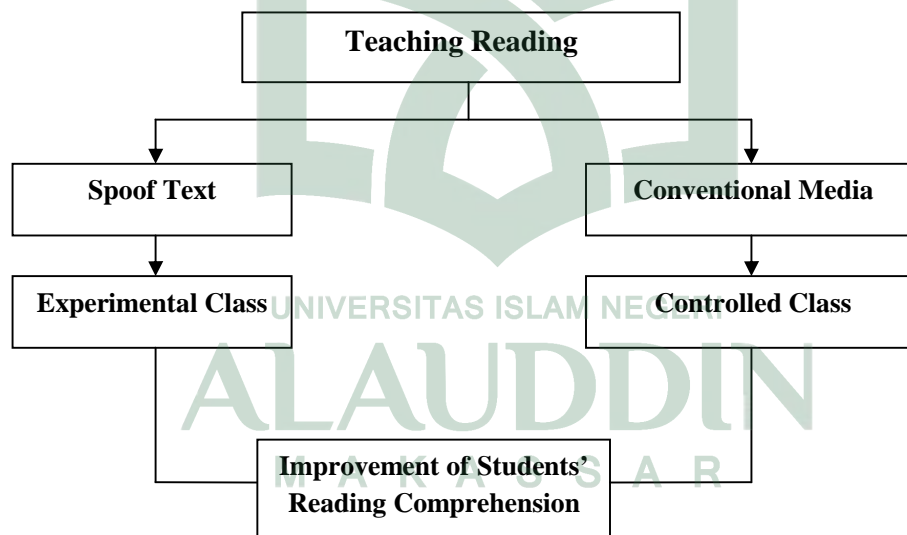


Figure 1: Theoretical Framework

Based on framework above, the researcher taught reading comprehension in two classes. The first is experimental class and the second is controlled class. In experimental class, the researcher used Spooof text in teaching reading while in controlled class, the researcher used conventional media in teaching reading.

C. Research Hypothesis

The hypothesis of the research was formulated as follows:

1. H_1 : The use of spoof text is effective in teaching reading toward the second grade students of SMA Negeri 1 Tinggimoncong Kab Gowa.
2. H_0 : The use of spoof text is not effective in teaching reading toward the second grade students of SMA Negeri 1 Tinggimoncong Kab Gowa.



CHAPTER III

RESEARCH METHOD

This chapter deals with research method, research variables, population and sample, research instrument, data collection procedures, data analysis techniques.

A. *Research Method*

The research was conducted with Quasi Experimental Design, the sample was not chosen randomly. In this method, there were two classes, which were experimental class and controlled class. In the experimental class, the Spoof Text was conducted as well as pre-test and post-test and the controlled class only got the pre-test and post-test. The design of quasi experimental class is as follows:

$$\begin{array}{l} E = O_1 X O_2 \\ C = O_3 \quad O_4 \end{array}$$

(Sugiyono, 2015)

Explanation:

- E : Experimental class that was chosen purposively
- C : Controlled class that was chosen purposively
- X : Treatment (teaching reading by using spoof text)
- O1&O3 : Pre-test of experimental and controlled class
- O2&O4 : posttest of experimental and controlled class.

This method was appropriate with the research because it can describe how effective or not the use of spoof text in teching reading. Besides that, the researcher can easily conduct this method because the researcher can use purposive sampling because only pre-experimental and quasi-experimental design can use it.

B. *Research Variables*

In this research, researcher also took two variables, those are:

1. Independent variable

Independent variable was variable which can give influence or response to dependent variable (Cohen, 2007). The independent variable in this research was Spoof Text as Media, which was the teaching aid that helps the students to improve their reading comprehension, especially in spoof text.

2. Dependent variable

Dependent variable was variable which caused or influenced by other variable (Cohen, 2007). The dependent variable in this research was the students reading comprehension in spoof text. Dependent variable was affected by independent variable. This research showed that using spoof text affects the students' reading comprehension in spoof text or not.

C. *Population and Sample*

1. Population

Population is a large collection of subjects that was used in the research or the main focus of a research. Population is all of research subjects (Arikunto in Mutmainnah, 2012). In this research the population was all of the students in the

second grade of SMA Negeri 1 Tinggimoncong were 204 students, consists of 6 classes.

2. Sample

Sample is partially or the representative of the population studied (Arikunto: 2013). According to Tiro in Mutmainnah (2012), samples are a number of member of populations. In this research, the sample was taken by use purposive sampling technique. The researcher took XI IPS 2 consists of 34 students as the experimental class and XI IPS 3 consists of 35 students as the controlled class. But, the researcher just took 20 students in each class as sample.

D. Research Instrument

The instrument that was used in this research was reading test, that was multiplechoice about content of spoof text that have been read by students. The multiplechoice consisted of 20 numbers. The sources were from English books, internets, and or researcher herself. The students was asked to practice reading a spoof text by paying attention to the pronunciation, fluency, how can the students understand the ideas in the text. The scoring item was how can the students understand the ideas in the text.

E. Data Collecting Procedure

The researcher collected the data by test (pre-test and post-test) that was assessed based on students' understanding about the content of spoof text that had been read. The pretest was conducted in two classes that had been chosen. The pre-test used reading test. After giving the pre-test, then the treatment gave to the experimental class. The treatment was conducted by using spoof text where the

students were given a spoof text and the teacher asked them to read the text. The students read the spoof text that had been given. After that, the teacher gave multiplechoice test about the spoof text to the students and asked them to do the test. The treatment was given for 6 meetings. While in controlled class, the students was taught reading by using convensional media. After that, the post-test was conducted to the students of the two classes (controlled and experimental classes).

F. Data Analyses Technique

1. Scoring the students' answer by using the following formula :

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of items}} \times 100$$

(Sudjana, 2008)

2. Classifying the score of the test into four levels, as the following classification:

NO	Scale	Classification
1	85-100	Verry good
2	65-84	Good
3	55-64	Fair
4	35-54	Poor
5	10-34	Verry poor

(Pusat kurikulum, 2006)

3. Calculating the mean score of student's answer by using the following formula:

$$X = \frac{\sum x}{N}$$

Where: X : Mean score

$\sum x$: Total score

N: Total number of sample

(Gay, 2006).

4. To find out standard deviation of the students' score in pre-test and post-test by applying formula below:

$$SD = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SD = standard deviation

SS = the sum of square

N = total number of the subjects

$\sum X^2$ = the sum of all square; each score is squared and all the squares are added up

$(\sum X)^2$ = the square of the sum; all the scores are added up and the sum is square, total.

(Gay, 2006)

5. The formula used in finding out the difference between students' score in Pre-test and Post-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t	:	Test of significance
\bar{x}_1	:	Mean score of experimental group
\bar{x}_2	:	Mean score of controlled group
SS_1	:	Sum square of experimental group
SS_2	:	Sum square of controlled group
n_1	:	Number of students of experimental group
n_2	:	Number of students of controlled group
2	:	The number of class involved
1	:	Constant number.

(Gay, 2006)

6. The result of the t test was compared with t table to answer hypothesis.

$t_{table} < t_{test} = \text{Effective}$

$t_{table} > t_{test} = \text{Not effective}$

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of findings of the research and its discussion. The findings of the research presents the result of student's improvement in reading comprehension by using Spoof text, and the discussion of the research covers further explanation of the findings. In this chapter, the researcher analyzed the data consisting of the result of pre-test and post-test either in experimental class or control class.

A. Findings

The findings of the research were based on the results of the data analysis. The data analysis was used to collect data. The test consisted of a pre-test and a post-test. The pre-test was given to find out the students' reading comprehension before presenting Spoof text, and the post-test was given to find out the improvement of the students' reading comprehension after giving the treatment.

1. The classification of Students' Pre-test Score and Post-test Scores in Experimental Class.

The following table shows the distribution of frequency and percentage of final score of students' reading comprehension at the second grade students of SMA Negeri 1 Tinggimoncong in pre-test and post-test of experimental class.

Table 1
The classification of frequency and percentage score of experimental class
in Pre-Test

No.	Criteria	Score	Frequency	Percentage
1.	Very good	85 - 100	0	0%
2.	Good	65 - 84	0	0%
3.	Fair	55 - 64	6	30%
4.	Poor	35 - 54	10	50%
5.	Very poor	10 - 34	4	20%
Total			20	100%

Table 1 above shows that, the rate percentage score of experimental class in pre-test from 20 students. It shows that none of the students got very good score and good score. There were 6 (30%) students got fair score, 10 (50%) students got poor score, 4 (20%) students got very poor score. Most of students obtained poor score which meant that the students' reading comprehension were not good.

Table 2
The classification of frequency and percentage score of experimental Class
in Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Very good	85 – 100	0	0%
2.	Good	65 – 84	0	0%
3.	Fair	55 – 64	11	55%
4.	Poor	35 – 54	7	35%
5.	Very poor	10 – 34	2	10%
Total			20	100%

Table 2 above shows that, the rate percentage score of experimental class in post-test from 20 students. The table shows that between very good score and good score were same, there were 0 (0%) student got very good score and 0 (0%) student also got good score, there were 11 (55%) students got fair score, 7 (35%) of students got poor score and 2 (10%) students got very poor score. It meant there was no an improvement from the pre-test to post-test.

Based on the table 1 and 2, it can be concluded that the rate percentage of experimental class in post-test was higher than the percentage in pre-test.

2. The Classification of Students' Pre-test and Post-test Scores in Controlled Class.

The following table shows the distribution of frequency and percentage of final score of students' reading comprehension at the second year students of SMA Negeri 1 Tinggimoncong in pre-test and post-test of controlled class.

Table 3
The classification of frequency and percentage score of Controlled Class in Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Very good	85 – 100	0	0%
2.	Good	65 – 84	0	0%
3.	Fair	55 – 64	0	0%
4.	Poor	35 – 54	7	35%
5.	Very poor	10 – 34	13	65%
Total			20	100%

Table 3 above shows that, the rate percentage score of controlled class in pre-test from 20 students. It shows that none of the students got very good, good and fair score. There were 7 (35%) students got poor score and 13 (65%) students got very poor score.

Table 4
The classification of frequency and percentage score of Controlled Class in Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Very good	85 – 100	0	0%
2.	Good	65 – 84	0	0%
3.	Fair	55 – 64	1	5%
4.	Poor	35 – 54	18	90%
5.	Very poor	10 – 34	1	5%
Total			20	100%

Table 4 above shows that, the rate percentage score of controlled class in post-test from 20 students. The table shows that none of students got very good and good score, there were 1 (5%) student got fair score, 18 (90%) students got poor score, 1 (5%) student got very poor score.

Based on the table 3 and 4, it can be concluded that the rate percentage of controlled class in post-test was greater than the percentage of pre-test.

3. The Mean Score and Standard Deviation of Experimental Class and Controlled Class.

After calculating the result of the students score, the mean scores and standard deviation for both classes can be presented by the following table.

Table 5
The mean score of experimental class And controlled class in pre-test

Class	Mean Score	Standard Deviation
Experimental	43.25	11.84
Controlled	30.75	4.93

The table above shows that, the mean score of Experimental class in pre test was (43.25) and the standar deviation of experimental class was (11.84), while the mean score of controlled class in post-test was (30.75) and its standar deviation was (4.93). It means that, the mean score of controlled class was lower than the mean score of experimental class.

Table 6
The mean score of experimental class And controlled class in Post-Test

Class	Mean Score	Standard Deviation
Experimental	47.25	9.93
Controlled	42.5	6.58

The table above shows that, the mean score of Experimental class in post-test was (47.24) and the standar deviation of experimental class was (9.93), while the mean score of control class in post-test was (42.5) and its standar deviation was (6.58). It means that, the mean score of controlled class was lower than the mean score of experimental class.

The significance score between experimental and controlled class can be calculated by using t-test. The result of t-test can be seen in table 7 as follows:

Table 7
Distribution the value of t-test and t-table in post-test

Variable	t-test value	t-table value
Post-Test	1.78	2.042

The table shows the result of test of significance testing. For the level of significance (α) 0.05 and the degree of freedom (df) $(N1+N2)-2 = (20+20)-2= 38$,

showed that the value of the t-Test was lower than t-Table. The result of the test clearly showed that there was no a significant different between the students' score in the experimental and controlled class after the treatment by using spoof text media. It indicated that spoof text media is not effective in teaching reading. It means H_0 is accepted and H_1 is rejected because the t-Test is lower than t-Table ($1.78 < 2.042$). Hence, the hypothesis of the research is rejected.

B. Discussion

Teaching reading to students by using spoof text does not help the students to overcome their difficulties in reading, especially about reading comprehension.

According to the result of hypothesis testing, it is known and true that using spoof text in teaching reading cannot give a significant influence to increase students' reading comprehension. It can be seen that the t-Test is lower than t-Table.

Before getting treatments, the students gave the pretest. In the pre-test, students' comprehension in reading was very low. And the comparisons of average score between experimental and controlled class was almost homogeneous. It meant before the treatments the students have same condition, they still very low in reading.

Based on the analysis of students' comprehension in post-test, it was found that after getting treatment, students' comprehension in experiment class were taught by using spoof text media was just little improved. The finding showed that students' comprehension in reading was in not good. It could be concluded that the implementation of using spoof text in improving students' reading comprehension was not effective. It was proven with students' average score in experimental class was just little improve than controlled class.

After doing average similarity test (t-test analysis), it was found that there was a significant difference between the improvement of students in experiment class and students in controlled class.

Before the students were treated by using spoof text, the result of the students in experimental class of the research showed that the students' reading comprehension was still poor. It was approved by the result of the pre-test that there were no student got very good and good score, only 6 (30%) students got fair score, 10 (50%) students got poor score, 4 (20%) students got poor score.

The data analysis there was just little improvement of the students' post-test of experimental class from 20 students. In the post-test also there were no student got very good and good score, there were just 11 (55%) got fair score, 7 (35%) students got poor score and 2 (10%) students got very poor score.

Moreover, analysis of the mean score gap in the post-test between Experimental and Controlled class ensured if the technique used was not effective. The mean score of the Experimental class was 47.25 and 42.5 for Controlled class. It means the gap of the students' score of the Experimental and Controlled class is just 4.75. The explanation of the gap between the two classes indicates that the Experimental class shows high increasing than the Controlled class, although just little.

Based on the findings above, the researcher concluded that using spoof text media cannot be useful in teaching reading and overcome the students' problem in reading comprehension. The goals have been achieved because the students' achievement and performance increased from the pre-test to the post-test. Then, it gave just little contribution in learning and teaching English subject.

The data showed a different between t-test and t-table, where t-test was lower than t-table ($1.78 < 2.042$).

According to Orianda (2013), the ability of Senior high school students in comprehending spoof text is very low. It is caused because using of media that is not interesting in learning proses. Therefore, in teaching Spoof text the teacher needs an interesting media that can make the students are more intersted in learning about spoof text. In order that the students can comprehend the spoof text.

Based on researcher findings and theory above, the researcher concludes that in teaching reading by using spoof text is not effective when the teacher teaches spoof text to the students without using an intersting media. Therefore, the researcher suggests that in teaching reading by using spoof text to the students, the teacher needs another media in order that teaching reading by using spoof text can be more interesting and the students can comprehend the spoof text.

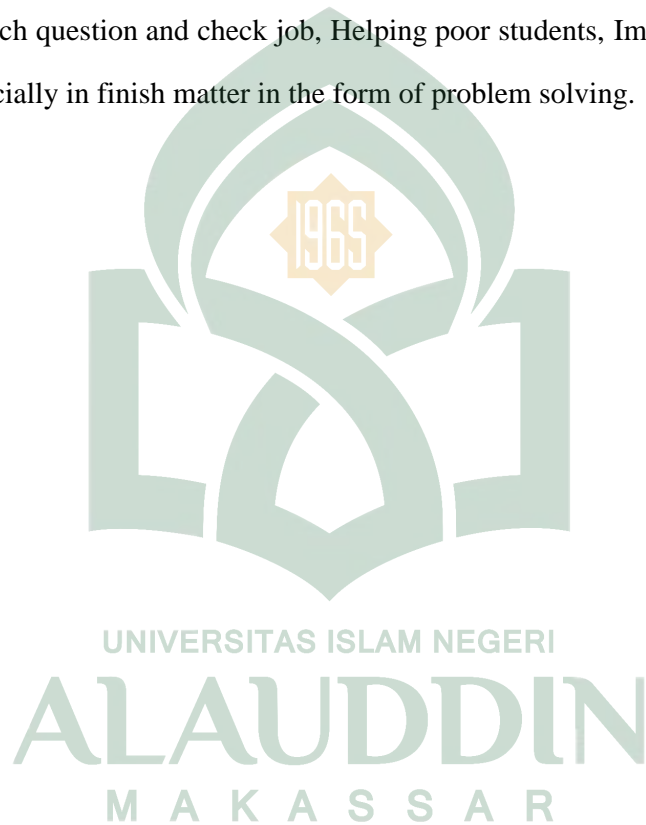
Another way to improve students' comprehension in spoof text is by using some technique such us by using reciprocal technique, KWL (know, want to learn, learned) technique. According to Wimanistya (2013), reciprocal technique ensures the same accountability and the opportunities for the students in the teaching learning process. It can avoid the students that are passive in teaching learning process; for example when the teacher gave questions, only the smart students that answer. Besides that, reciprocal technique is about how to comprehend spoof text very well. So, the high achievement students can share their knowledge and comprehension to the low achievement students. It will help the students by themselves through the discussion. In conclusion, the research findings of the classroom action research were satisfying. The students'

comprehension of spoof text is improved significantly by implementing the teaching technique. from her research in SMA Negeri 6 Pontianak showed that the students improved their score of the test. Students' average score in the first cycle was 64 which then improved in the second (77) and third cycles (83.1). She found that After conducting teaching process using reciprocal technique for three cycles, students' score improved, especially in comprehending spoof text, main idea and detailed information of spoof text, language features and twist of spoof text.

According to Muthoharoh (2015), KWL (Know, Want to Learn, Learned) is a technique and the spoof text is a media to increase reading comprehension. KWL technique can help students to be able to comprehend when they are reading and be more active in reading class. In her thesis, she found that the mean score of pre-test cycle 1 is 55, where the mean of post-test in cycle I is 70.83, the mean score of pre-test in cycle II is 68.61, where the mean of post-test in cycle II is 80.27. The findings show that the improvement of the students' reading comprehension is significant after applying KWL technique.

Another technique that can used in teaching spoof text is Cooperative integrated reading and composition (CIRC), According to Putri (2013) Cooperative integrated reading and composition (CIRC), is one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills. The main focus of the activities of the CIRC as basic story is to make use of the follow-up time to be more effective. The students who work in cooperative teams of these activity are coordinated with the teaching of reading groups, in order to meet the objectives in other areas. The purpose of the learning model CIRC is the use of cooperative teams to help students learn

and practice skills in reading comprehension can be widely applied. Advantages the cooperative integrated reading and composition as follows: CIRC is absolutely a good strategy for improve students' ability in solving the problem, The dominance of the teacher in the learning reduced, Students are motivated on the results carefully because it works in group, The student can understand the meaning of each question and check job, Helping poor students, Improve learning outcome especially in finish matter in the form of problem solving.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part deals with conclusion of the finding, and the second part deals with suggestion.

A. *Conclusions*

Based on the discussion, the data analysis and research findings, the researcher concluded that:

1. Using spoof text in teaching reading is not effective for teachers and students because it cannot be used to improve English language skills of students especially in reading.
2. Using spoof text in teaching English is alternative media that cannot make the students more enthusiastic and enjoyable in learning. so that the students' comprehension in reading is not improved.

B. *Suggestion*

Considering the conclusion before, the researcher puts forward some suggestions as follows:

1. Spoof text is not suggested to be used as media for teacher as an alternative media to improve the students' reading comprehension.
2. Teaching reading by using spoof text was proven not effective to improve the students' reading comprehension, so it is not suggested for further researcher to find out the significance of spoof text in other elements of language skills.

3. In teaching reading by using spoof text, the teacher needs another interesting media such as picture series in order that the learning process can be more interesting and the students can comprehend the spoof text.



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APPENDIX A
ATTENDANCE LIST

EXPERIMENTAL CLASS (XI IPS 2) SMA NEGERI 1 TINGIMONCONG

NO	Reg. Number	Students' Names	M / F	Meeting					
				1	2	3	4	5	6
1	164229	Ali Imran	M	✓	✓	✓	✓	✓	✓
2	164230	Ali Mahban	M	✓	✓	✓	✓	✓	✓
3	164420	Angistia Rahayu	F	✓	✓	✓	✓	✓	✓
4	164242	Anugrah Dwi Sabna	M	✓	✓	✓	✓	✓	✓
5	164245	Arjun Setiawan	M	✓	✓	✓	✓	✓	✓
6	164256	Darmi	F	✓	✓	✓	✓	✓	✓
7	164260	Dian Amalia Putri	F	✓	✓	✓	✓	✓	✓
8	164295	Insan Kamil Abdullah	M	✓	✓	✓	✓	✓	✓
9	164304	Kasmawati	F	✓	✓	✓	✓	✓	✓
10	164318	Muh. Arif	M	✓	✓	S	✓	✓	✓
11	164319	Muh. Asrul	M	✓	✓	✓	✓	✓	✓
12	164325	Muh. Farhan	M	✓	✓	✓	✓	✓	✓
13	164358	Nurhidayah	F	✓	✓	✓	✓	✓	✓
14	164280	Helmi Wahyudi	M	✓	✓	✓	✓	✓	✓
15	164416	Trisnawati	F	✓	✓	✓	✓	✓	✓
16	164391	Ridho Augrah Zulkifli	M	✓	✓	S	✓	✓	✓
17	164410	Susylawati	F	✓	✓	✓	✓	✓	✓
18	164422	Wiwik Nirwana	F	✓	✓	✓	✓	✓	✓
19	163395	Rizki Rahmawati	F	✓	✓	✓	✓	✓	✓
20	164267	Fairuz Adi Mulya	M	✓	✓	✓	✓	S	✓

APPENDIX A
ATTENDANCE LIST

CONTROLLED CLASS (XI IPS 3) SMA NEGERI 1 TINGGIMONCONG

NO	Reg. Number	Students' Names	M / F	Meeting					
				1	2	3	4	5	6
1	164223	Afriandi	M	✓	✓	✓	✓	✓	✓
2	164241	Anti	F	✓	✓	✓	S	✓	✓
3	164244	Ardan Hidayat	M	✓	✓	✓	✓	✓	✓
4	164257	Deny Iffaturachman	M	✓	✓	✓	✓	✓	✓
5	164159	Desi Handayani	F	✓	✓	✓	✓	✓	✓
6	164266	Erniwati	F	✓	✓	✓	✓	✓	✓
7	164276	Fitri Ramadani	F	✓	✓	✓	✓	✓	✓
8	164289	Ifdal Nur Alam	M	✓	✓	✓	✓	✓	✓
9	164313	Miftah Alfatiha Nur	F	✓	✓	✓	S	✓	✓
10	164316	Muh. Ali	M	✓	✓	✓	✓	✓	✓
11	164320	Muh. Azizul Hakim	M	✓	✓	✓	✓	✓	✓
12	164333	Muh. Reski Tahmin	M	✓	✓	✓	✓	✓	✓
13	164335	Muh. Reski Anugerah	M	✓	✓	✓	✓	✓	✓
14	164335	Muh. Riski Rabban	M	✓	✓	✓	✓	a	✓
15	164337	Muh. Yusran	M	✓	✓	✓	✓	✓	✓
16	164356	Nurdianti	F	✓	✓	✓	✓	✓	✓
17	164361	Nurlina	F	✓	✓	✓	✓	✓	✓
18	164370	Paris Parmin	M	✓	✓	✓	✓	✓	✓
19	164399	Satria Nurfadilah	F	✓	a	✓	✓	✓	✓
20	164400	Sitti Alda Atfawana	F	✓	✓	✓	✓	✓	✓



APPENDIX B

Score of Students' Pre-test dan Post-Test in Experimental Class XI IPS 2

Respondent	Pre-test	Post-test	X_1^2	X_2^2
R1	40	40	1600	1600
R2	55	55	3025	3025
R3	35	40	1225	1600
R4	45	55	2025	3025
R5	35	60	1225	3600
R6	30	35	900	1225
R7	35	45	1225	2025
R8	60	60	3600	3600
R9	50	55	2500	3025
R10	25	15	625	225
R11	55	55	3025	3025
R12	35	55	1225	2025
R13	60	40	3600	1600
R14	35	40	1225	1600
R15	45	55	2025	3025
R16	45	55	2025	3025
R17	60	60	3600	3600
R18	30	45	900	2025
R19	60	55	3600	2025
R20	30	25	900	625
Total Score	865	945	40075	46525

APPENDIX C

Score of Students' Pre-test dan Post-Test in Controlled XI IPS 3

Respondent	Pre-test	Post-test	X_1^2	X_2^2
R1	30	35	900	1225
R2	25	40	625	1600
R3	25	40	625	1600
R4	35	45	1225	2025
R5	30	45	900	2025
R6	25	30	625	900
R7	25	45	625	2025
R8	30	35	900	1225
R9	35	50	1225	2500
R10	35	45	1225	2025
R11	25	45	625	2025
R12	35	35	1225	1225
R13	25	40	625	1600
R14	30	40	900	1600
R15	35	35	1225	1225
R16	40	55	1600	3025
R17	30	50	900	2500
R18	40	40	1600	1600
R19	30	50	900	2500
R20	30	50	900	2500
Total score	615	860	19375	36950

APPENDIX D

The mean score of experimental and controlled class

A. Experimental class

1. Pre-test

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{865}{20}$$

$$\bar{x} = 43,25$$

2. Post-test

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{945}{20}$$

$$\bar{x} = 47,25$$

B. Controlled class

3. Pre-test

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{615}{20}$$

$$\bar{x} = 30,75$$

4. Post-test

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{850}{20}$$

$$\bar{x} = 42,5$$



APPENDIX E

Standard deviation of Experimental and Controlled class

A. Experiment Class

1. Pre-Test

$$SD = \sqrt{\frac{S_{\sum}}{n-1}}$$

Where,

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_1 = 40075 - \frac{(86)^2}{20}$$

$$SS_1 = 40075 - \frac{748225}{20}$$

$$SS_1 = 40075 - 37411,22$$

$$SS_1 = 26638$$

$$SD = \sqrt{\frac{S_{\sum}}{n-1}}$$

$$SD = \sqrt{\frac{26638}{20-1}}$$

$$SD = \sqrt{\frac{2663}{19}}$$

$$SD = \sqrt{140,19}$$

$$SD = 11,84$$

2. Post-Test

$$SD = \sqrt{\frac{S_{\sum}}{n-1}}$$

Where,

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_1 = 46525 - \frac{(94)^2}{20}$$

$$SS_1 = 46525 - \frac{893025}{20}$$

$$SS_1 = 46525 - 44651,25$$

$$SS_1 = 18735$$

$$SD = \sqrt{\frac{S_{\sum}}{n-1}}$$

$$SD = \sqrt{\frac{18735}{20-1}}$$

$$SD = \sqrt{\frac{18735}{19}}$$

$$SD = \sqrt{98,61}$$

$$SD = 9,93$$

B. Controlled Class

1. Pre-Test

$$SD = \sqrt{\frac{SS}{n-1}}$$

$$\text{Where, } SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n}$$

$$SS_2 = 19375 - \frac{(61)^2}{20}$$

$$SS_2 = 19375 - \frac{378225}{20}$$

$$SS_2 = 19375 - 18911,25$$

$$SS_2 = 463,75$$

$$SD = \sqrt{\frac{SS}{n-1}}$$

$$SD = \sqrt{\frac{463,75}{20-1}}$$

$$SD = \sqrt{\frac{463,75}{19}}$$

$$SD = \sqrt{24,40}$$

$$SD = 4,93$$

2. Post-Test

$$SD = \sqrt{\frac{SS}{n-1}}$$

$$\text{Where, } SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n}$$

$$SS_2 = 36950 - \frac{(85)^2}{20}$$

$$SS_2 = 36950 - \frac{722500}{20}$$

$$SS_2 = 36950 - 36125$$

$$SS_2 = 825$$

$$SD = \sqrt{\frac{SS}{n-1}}$$

$$SD = \sqrt{\frac{825}{20-1}}$$

$$SD = \sqrt{\frac{825}{19}}$$

$$SD = \sqrt{43,42}$$

$$SD = 6,58$$

APPENDIX F

The Significance Different

$$X_1 = 47,25 \quad SS_1 = 1873,75$$

$$X_2 = 42,5 \quad SS_2 = 825$$

1. t-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{47,25 - 42,5}{\sqrt{\left(\frac{1873,75 + 825}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{4,75}{\sqrt{\left(\frac{2698,75}{38}\right)(0,1)}}$$

$$t = \frac{4,75}{\sqrt{(71,02)(0,1)}}$$

$$t = \frac{4,75}{\sqrt{7,102}}$$

$$t = \frac{4,75}{2,66}$$

$$t_{\text{Hitung}} = 1,78$$

2. t-Table

For level of significance (D) = 0.05

$$\text{Degree of freedom (df)} = (N_1 + N_2) - 2 = (20 + 20) - 2 = 38$$

$$t - \text{Table} = 2.042$$

APPENDIX G
The Distribution of T-Table

<i>Df</i>	<i>P</i>			
	0.10	0.05	0.01	0.001
1	6,314	12,706	63,657	636,619
2	2,920	4,303	9,925	31,599
3	2,353	3,182	5,841	12,924
4	2,132	2,776	4,604	8,610
5	2,015	2,571	4,032	6,869
6	1,943	2,447	3,707	5,959
7	1,895	2,365	3,499	5,408
8	1,860	2,306	3,355	5,041
9	1,833	2,262	3,250	4,781
10	1,812	2,228	3,169	4,587
11	1,796	2,201	3,106	4,437
12	1,782	2,179	3,055	4,318
13	1,771	2,160	3,012	4,221
14	1,761	2,145	2,977	4,140
15	1,753	2,131	2,947	4,073
16	1,746	2,120	2,921	4,015
17	1,740	2,110	2,898	3,965
18	1,734	2,101	2,878	3,922
19	1,729	2,093	2,861	3,883
20	1,725	2,086	2,845	3,850
21	1,721	2,080	2,831	3,819
22	1,717	2,074	2,819	3,792
23	1,714	2,069	2,807	3,768
24	1,711	2,064	2,797	3,745
25	1,708	2,060	2,787	3,725
26	1,706	2,056	2,779	3,707
27	1,703	2,052	2,771	3,690
28	1,701	2,048	2,763	3,674
29	1,699	2,045	2,756	3,659
30	1,697	2,042	2,750	3,646
40	1,684	2,021	2,704	3,551
50	1,676	2,009	2,678	3,496
60	1,671	2,000	2,660	3,460
80	1,664	1,990	2,639	3,416

APPENDIX H. LESSON PLAN
RENCANA PELAKSANAAN PEMBELAJARAN 1

Nama Sekolah : SMA Negeri 1 Tinggimoncong

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Spoof Text (Teks lucu)

Alokasi Waktu : 2 x 45 menit

Kelas / Semester : XI / 1

STANDAR KOMPETENSI

1. Memahami makna teks fungsional pendek dan essay berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

KOMPETENSI DASAR

11.2. Merespon makna dan langkah retorika dalam essay yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, spoof dan hortatory exposition.

INDIKATOR

1. Bisa menentukan gagasan pokok dari tiap-tiap paragraph dalam teks spoof.
2. Bisa menjawab pertanyaan tentang gagasan pokok dari teks spoof.
3. Bisa menentukan makna kata tertentu dalam konteks
4. Bisa mengidentifikasi teks spoof

TUJUAN PEMBELAJARAN

1. Siswa bisa menentukan gagasan pokok dari tiap-tiap paragraph dalam teks spoof.
2. Siswa bisa menjawab pertanyaan tentang gagasan pokok dari teks spoof
3. Siswa bisa menentukan makna kata tertentu dalam konteks
4. Siswa bisa mengidentifikasi teks spoof.

SASARAN PEMBELAJARAN

1. Memahami isi teks spoof.
2. Menjawab pertanyaan dari teks spoof.
3. Menafsirkan dan menemukan kata-kata yang baru.

MATERI PEMBELAJARAN

1. Menentukan gagasan pokok dari teks spoof.
2. Menafsirkan makna dan menemukan kata yang bermakna ganda dalam teks tertulis (unfamiliar words).
3. Menafsirkan hubungan antar kalimat dalam paragraph dari teks spoof.

KEGIATAN PEMBELAJARAN

Kegiatan Guru	Kegiatan Siswa
1. Menyuruh siswa membaca teks yang guru secara individu	1. Membaca teks dengan benar
2. Menyuruh siswa mencatat kata-kata kunci dari teks untuk memahami teks spoof secara individu	2. Mencatat kata-kata kunci dari teks untuk memahami teks tertentu secara individu
3. Memberi pertanyaan tentang isi teks spoof	3. Menjawab pertanyaan tentang isi teks spoof
4. Memberi penjelasan tentang teks spoof dan menyuruh siswa secara berkelompok untuk menganalisis teks	4. Mendengarkan dan merespon penjelasan guru serta menganalisis bentuk teks spoof
5. Menyuruh siswa berkelompok, untuk mengoreksi dan meneliti hasil kerja temannya.	5. Secara berkelompok, siswa saling mengoreksi/meneliti hasil kerja teman penilaian difokuskan pada ketepatan antara pertanyaan dengan jawaban melalui informasi yang diperoleh dari teks.

ALAT DAN SUMBER BELAJAR

1. Alat Belajar: Teks spoof
2. Sumber Belajar: Buku, Internet

PENILAIAN

1. Penilaian Proses berupa lembar pengamatan pada kegiatan inti
2. Penilaian kinerja berupa hasil kerja kelompok.

Lampiran

“FOR THE GUN”

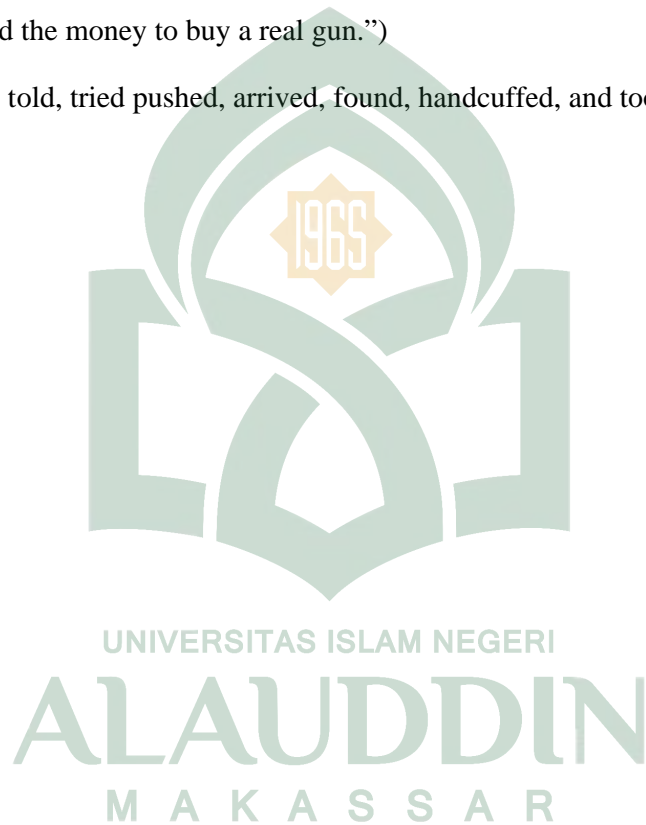
It was in New York on December 20, 1997. Dick Levinson, 42 of Westbury, he had tried to rob the first National Bank of New York using a plastic pistol. The thief went into the bank at 2 p.m., he had threatened customers and tellers, and had told employees to hand over all the money. Recognizing the pistol as a fake, John Dawson, one of the tellers had pushed the alarm button. When the police arrived, they had found Levinson still inside the bank. Officers Barbadge and Carmichael handcuffed and took him to station 42, where the thief is now awaiting trial. When asked why he had attempted such a foolish plan, Levinson replied, “I need the money to buy a real gun.”

Answer the following question based on the text!

1. What is the title based on the text?
2. What did the thief do when into the bank?
3. What did the officers do when they had found the thief?
4. Is the story above funny? Find the sentence, which prove it's funny?
5. Find the verbs (past participle) in the text?

Key answer:

1. For the gun
2. Officer's Barbadge and Charmhicael handcuffed and took him to station.
3. He had threatened and costumer and teller, and had told employees to handover all the money.
4. Yes, it is, (When asked why he had attempted such a foolish plan, Levinson replied, "I need the money to buy a real gun.")
5. Threatened, told, tried pushed, arrived, found, handcuffed, and took, attempted , replied.



RENCANA PELAKSANAAN PEMBELAJARAN 2

Nama Sekolah : SMA Negeri 1 Tinggimoncong

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Spoof Text (Teks lucu)

Alokasi Waktu : 2 x 45 menit

Kelas / Semester : XI / 1

STANDAR KOMPETENSI

1. Memahami makna teks fungsional pendek dan essay berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

KOMPETENSI DASAR

11.2. Merespon makna dan langkah retorika dalam essay yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, spoof dan hortatory exposition.

INDIKATOR

1. Bisa menentukan gagasan pokok dari tiap-tiap paragraph dalam teks spoof.
2. Bisa menjawab pertanyaan tentang gagasan pokok dari teks spoof.
3. Bisa menentukan makna kata tertentu dalam konteks
4. Bisa mengidentifikasi teks spoof

TUJUAN PEMBELAJARAN

1. Siswa bisa menentukan gagasan pokok dari tiap-tiap paragraph dalam teks spoof.
2. Siswa bisa menjawab pertanyaan tentang gagasan pokok dari teks spoof
3. Siswa bisa menentukan makna kata tertentu dalam konteks
4. Siswa bisa mengidentifikasi teks spoof.

SASARAN PEMBELAJARAN

1. Memahami isi teks spoof.
2. Menjawab pertanyaan dari teks spoof.
3. Menafsirkan dan menemukan kata-kata yang baru.

MATERI PEMBELAJARAN

1. Menentukan gagasan pokok dari teks spoof.
2. Menafsirkan makna dan menemukan kata yang bermakna ganda dalam teks tertulis (unfamiliar words).
3. Menafsirkan hubungan antar kalimat dalam paragraph dari teks spoof.

KEGIATAN PEMBELAJARAN

Kegiatan Guru	Kegiatan Siswa
1. Menyuruh siswa membaca teks yang guru secara individu	1. Membaca teks dengan benar
2. Menyuruh siswa mencatat kata-kata kunci dari teks untuk memahami teks spoof secara individu	2. Mencatat kata-kata kunci dari teks untuk memahami teks tertentu secara individu
3. Memberi pertanyaan tentang isi teks spoof	3. Menjawab pertanyaan tentang isi teks spoof
4. Memberi penjelasan tentang teks spoof dan menyuruh siswa secara berkelompok untuk menganalisis teks	4. Mendengarkan dan merespon penjelasan guru serta menganalisis bentuk teks spoof
5. Menyuruh siswa berkelompok, untuk mengoreksi dan meneliti hasil kerja temannya.	5. Secara berkelompok, siswa saling mengoreksi/meneliti hasil kerja teman penilaian difokuskan pada ketepatan antara pertanyaan dengan jawaban melalui informasi yang diperoleh dari teks.

ALAT DAN SUMBER BELAJAR

1. Alat Belajar: Teks spoof
2. Sumber Belajar: Buku, Internet

PENILAIAN

1. Penilaian Proses berupa lembar pengamatan pada kegiatan inti
2. Penilaian kinerja berupa hasil kerja kelompok.

Lampiran

Teks Spoof

The sharks got them

While sports fishing off the Florida coast, a tourist capsized his boat. He could swim, but his fear of alligators kept him clinging to the overturned craft. Spotting an old beachcomber standing on the shore, the tourist shouted, "Are there any gators around here?!" "Naw," the man hollered back, "they ain't been around for years!" "Feeling safe, the tourist started swimming leisurely toward the shore. About halfway there he asked the guy, "How'd you get rid of the gators?" "We didn't do nothin'," the beachcomber said. "The sharks got 'em."

Dimakan Hiu

Saat berolahraga memancing di lepas pantai Florida, seorang turis terbalik perahunya. Dia bisa berenang, tapi takut bila ada buaya membuatnya menempel di perahu yang terbalik. Seorang nelayan tua berdiri di pantai, turis berteriak, "Apakah ada buaya di sekitar sini?!" "Tidak," pria itu berteriak kembali, "mereka sudah tidak ada selama bertahun-tahun!" "Merasa aman, turis mulai berenang santai ke pantai. Baru setengah jalan di sana ia bertanya kepada orang tua tadi, "Bagaimana kalian menyingkirkan buaya itu?" "Kami tidak melakukan apa-apa," kata nelayan.

"Mereka dimakan hiu.

RENCANA PELAKSANAAN PEMBELAJARAN 3

Nama Sekolah : SMA Negeri 1 Tinggimoncong

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Spoof Text (Teks lucu)

Alokasi Waktu : 2 x 45 menit

Kelas / Semester : XI / 1

STANDAR KOMPETENSI

1. Memahami makna teks fungsional pendek dan essay berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

KOMPETENSI DASAR

11.2. Merespon makna dan langkah retorika dalam essay yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, spoof dan hortatory exposition.

INDIKATOR

1. Bisa menentukan gagasan pokok dari tiap-tiap paragraph dalam teks spoof.
2. Bisa menjawab pertanyaan tentang gagasan pokok dari teks spoof.
3. Bisa menentukan makna kata tertentu dalam konteks
4. Bisa mengidentifikasi teks spoof

TUJUAN PEMBELAJARAN

1. Siswa bisa menentukan gagasan pokok dari tiap-tiap paragraph dalam teks spoof.
2. Siswa bisa menjawab pertanyaan tentang gagasan pokok dari teks spoof
3. Siswa bisa menentukan makna kata tertentu dalam konteks
4. Siswa bisa mengidentifikasi teks spoof.

SASARAN PEMBELAJARAN

1. Memahami isi teks spoof.
2. Menjawab pertanyaan dari teks spoof.
3. Menafsirkan dan menemukan kata-kata yang baru.

MATERI PEMBELAJARAN

1. Menentukan gagasan pokok dari teks spoof.
2. Menafsirkan makna dan menemukan kata yang bermakna ganda dalam teks tertulis (unfamiliar words).
3. Menafsirkan hubungan antar kalimat dalam paragraph dari teks spoof.

KEGIATAN PEMBELAJARAN

Kegiatan Guru	Kegiatan Siswa
1. Menyuruh siswa membaca teks yang guru secara individu	1. Membaca teks dengan benar
2. Menyuruh siswa mencatat kata-kata kunci dari teks untuk memahami teks spoof secara individu	2. Mencatat kata-kata kunci dari teks untuk memahami teks tertentu secara individu
3. Memberi pertanyaan tentang isi teks spoof	3. Menjawab pertanyaan tentang isi teks spoof
4. Memberi penjelasan tentang teks spoof dan menyuruh siswa secara berkelompok untuk menganalisis teks	4. Mendengarkan dan merespon penjelasan guru serta menganalisis bentuk teks spoof
5. Menyuruh siswa berkelompok, untuk mengoreksi dan meneliti hasil kerja temannya.	5. Secara berkelompok, siswa saling mengoreksi/meneliti hasil kerja teman penilaian difokuskan pada ketepatan antara pertanyaan dengan jawaban melalui informasi yang diperoleh dari teks.

ALAT DAN SUMBER BELAJAR

1. Alat Belajar: Teks spoof
2. Sumber Belajar: Buku, Internet

PENILAIAN

1. Penilaian Proses berupa lembar pengamatan pada kegiatan inti
2. Penilaian kinerja berupa hasil kerja kelompok.

Lampiran

Teks Spoof

The Frog And The Cute Girl

A frog telephones the Love fortune-teller Hotline and is told, “You are going to meet a cute young girl who will want to know everything about you.” The frog says, “This is great! Will I meet her at a party, or what?” “No,” says the fortune-teller. “Next semester in her biology class.”

Katak Dan Gadis Cantik

Seekor katak menelepon peramal cinta dan diberitahu, ” Anda akan bertemu seorang gadis muda yang cantik yang akan ingin tahu segalanya tentang Anda . “Katak mengatakan,” Hebat! Apakah aku akan menemuinya di pesta , atau dimana?“ ”Tidak,” kata peramal.” Semester besok di kelas biologinya.

RENCANA PELAKSANAAN PEMBELAJARAN 4

Nama Sekolah : SMA Negeri 1 Tinggimoncong

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Spoof Text (Teks lucu)

Alokasi Waktu : 2 x 45 menit

Kelas / Semester : XI / 1

STANDAR KOMPETENSI

1. Memahami makna teks fungsional pendek dan essay berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

KOMPETENSI DASAR

11.2. Merespon makna dan langkah retorika dalam essay yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, spoof dan hortatory exposition.

INDIKATOR

1. Bisa menentukan gagasan pokok dari tiap-tiap paragraph dalam teks spoof.
2. Bisa menjawab pertanyaan tentang gagasan pokok dari teks spoof.
3. Bisa menentukan makna kata tertentu dalam konteks
4. Bisa mengidentifikasi teks spoof

TUJUAN PEMBELAJARAN

1. Siswa bisa menentukan gagasan pokok dari tiap-tiap paragraph dalam teks spoof.
2. Siswa bisa menjawab pertanyaan tentang gagasan pokok dari teks spoof
3. Siswa bisa menentukan makna kata tertentu dalam konteks
4. Siswa bisa mengidentifikasi teks spoof.

SASARAN PEMBELAJARAN

1. Memahami isi teks spoof.
2. Menjawab pertanyaan dari teks spoof.
3. Menafsirkan dan menemukan kata-kata yang baru.

MATERI PEMBELAJARAN

1. Menentukan gagasan pokok dari teks spoof.
2. Menafsirkan makna dan menemukan kata yang bermakna ganda dalam teks tertulis (unfamiliar words).
3. Menafsirkan hubungan antar kalimat dalam paragraph dari teks spoof.

KEGIATAN PEMBELAJARAN

Kegiatan Guru	Kegiatan Siswa
1. Menyuruh siswa membaca teks yang guru secara individu	1. Membaca teks dengan benar
2. Menyuruh siswa mencatat kata-kata kunci dari teks untuk memahami teks spoof secara individu	2. Mencatat kata-kata kunci dari teks untuk memahami teks tertentu secara individu
3. Memberi pertanyaan tentang isi teks spoof	3. Menjawab pertanyaan tentang isi teks spoof
4. Memberi penjelasan tentang teks spoof dan menyuruh siswa secara berkelompok untuk menganalisis teks	4. Mendengarkan dan merespon penjelasan guru serta menganalisis bentuk teks spoof
5. Menyuruh siswa berkelompok, untuk mengoreksi dan meneliti hasil kerja temannya.	5. Secara berkelompok, siswa saling mengoreksi/meneliti hasil kerja teman penilaian difokuskan pada ketepatan antara pertanyaan dengan jawaban melalui informasi yang diperoleh dari teks.

ALAT DAN SUMBER BELAJAR

1. Alat Belajar: Teks spoof
2. Sumber Belajar: Buku, Internet

PENILAIAN

1. Penilaian Proses berupa lembar pengamatan pada kegiatan inti
2. Penilaian kinerja berupa hasil kerja kelompok.

Lampiran

Buying a rabbit

A cute girl peaks over the counter and politely asks the sales representative. "I'm interested in buying a rabbit." "Oh sure we've got lots of rabbits" gushed the motherly sales representative. "Do you have any specific color in mind? We've got some adorable white Bunnies down this isle." The lady exclaimed. "Oh" said the cute girl with a wave of her hand, "I really don't think my boa constrictor would care about what color it is!"

Membeli kelinci

Seorang gadis kecil dengan sopan bertanya kepada penjaga toko. "aku ingin membeli kelinci." "Oh, tentu kita punya banyak kelinci" jawab penjaga toko dengan rasa keibuan. "Apakah kamu ingin warna tertentu? Kami punya beberapa kelinci putih menggemaskan." Seru Wanita itu. "Oh" kata gadis manis menggeleng, "Aku pikir ular boa ku tidak akan peduli apa warnanya!"

RENCANA PELAKSANAAN PEMBELAJARAN 5

Nama Sekolah : SMA Negeri 1 Tinggimoncong

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Spoof Text (Teks lucu)

Alokasi Waktu : 2 x 45 menit

Kelas / Semester : XI / 1

STANDAR KOMPETENSI

1. Memahami makna teks fungsional pendek dan essay berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

KOMPETENSI DASAR

11.2. Merespon makna dan langkah retorika dalam essay yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, spoof dan hortatory exposition.

INDIKATOR

1. Bisa menentukan gagasan pokok dari tiap-tiap paragraph dalam teks spoof.
2. Bisa menjawab pertanyaan tentang gagasan pokok dari teks spoof.
3. Bisa menentukan makna kata tertentu dalam konteks
4. Bisa mengidentifikasi teks spoof

TUJUAN PEMBELAJARAN

1. Siswa bisa menentukan gagasan pokok dari tiap-tiap paragraph dalam teks spoof.
2. Siswa bisa menjawab pertanyaan tentang gagasan pokok dari teks spoof
3. Siswa bisa menentukan makna kata tertentu dalam konteks
4. Siswa bisa mengidentifikasi teks spoof.

SASARAN PEMBELAJARAN

1. Memahami isi teks spoof.
2. Menjawab pertanyaan dari teks spoof.
3. Menafsirkan dan menemukan kata-kata yang baru.

MATERI PEMBELAJARAN

1. Menentukan gagasan pokok dari teks spoof.
2. Menafsirkan makna dan menemukan kata yang bermakna ganda dalam teks tertulis (unfamiliar words).
3. Menafsirkan hubungan antar kalimat dalam paragraph dari teks spoof.

KEGIATAN PEMBELAJARAN

Kegiatan Guru	Kegiatan Siswa
1. Menyuruh siswa membaca teks yang guru secara individu	1. Membaca teks dengan benar
2. Menyuruh siswa mencatat kata-kata kunci dari teks untuk memahami teks spoof secara individu	2. Mencatat kata-kata kunci dari teks untuk memahami teks tertentu secara individu
3. Memberi pertanyaan tentang isi teks spoof	3. Menjawab pertanyaan tentang isi teks spoof
4. Memberi penjelasan tentang teks spoof dan menyuruh siswa secara berkelompok untuk menganalisis teks	4. Mendengarkan dan merespon penjelasan guru serta menganalisis bentuk teks spoof
5. Menyuruh siswa berkelompok, untuk mengoreksi dan meneliti hasil kerja temannya.	5. Secara berkelompok, siswa saling mengoreksi/meneliti hasil kerja teman penilaian difokuskan pada ketepatan antara pertanyaan dengan jawaban melalui informasi yang diperoleh dari teks.

ALAT DAN SUMBER BELAJAR

1. Alat Belajar: Teks spoof
2. Sumber Belajar: Buku, Internet

PENILAIAN

1. Penilaian Proses berupa lembar pengamatan pada kegiatan inti
2. Penilaian kinerja berupa hasil kerja kelompok.

Lampiran

Teks Spoof

Swimming Competition

There are some people took a swimming race, such as the float, the Javanese and Sundanese. They had to cover a distance of 24 miles, after 13 miles, Lampung people feel tired and then decided to retire from racing. then after 17 miles, the Sunda gave up and decided to get out competition. After 24 miles, finally Java people decided he was not able to continue the race and finally he swam back to the starting line in the opposite direction.

UNIVERSITAS ISLAM NEGERI

Lomba Renang

Ada beberapa orang ikut sebuah balap renang, diantaranya adalah orang lampung, orang jawa dan orang sunda. Mereka harus menempuh jarak sejauh 24 mil, setelah 13 mil, orang lampung merasa kelelahan dan kemudian memutuskan untuk mundur dari balapan. lalu setelah 17 mil, orang sunda menyerah dan memutuskan untuk keluar perlombaan. setelah 24 mil, akhirnya orang jawa memutuskan dia tidak mampu untuk melanjutkan perlombaan dan akhirnya dia berenang kembali berlawanan arah ke garis start.

RENCANA PELAKSANAAN PEMBELAJARAN 6

Nama Sekolah : SMA Negeri 1 Tinggimoncong

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Spoof Text (Teks lucu)

Alokasi Waktu : 2 x 45 menit

Kelas / Semester : XI / 1

STANDAR KOMPETENSI

1. Memahami makna teks fungsional pendek dan essay berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

KOMPETENSI DASAR

11.2. Merespon makna dan langkah retorika dalam essay yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative, spoof dan hortatory exposition.

INDIKATOR

1. Bisa menentukan gagasan pokok dari tiap-tiap paragraph dalam teks spoof.
2. Bisa menjawab pertanyaan tentang gagasan pokok dari teks spoof.
3. Bisa menentukan makna kata tertentu dalam konteks
4. Bisa mengidentifikasi teks spoof

TUJUAN PEMBELAJARAN

1. Siswa bisa menentukan gagasan pokok dari tiap-tiap paragraph dalam teks spoof.
2. Siswa bisa menjawab pertanyaan tentang gagasan pokok dari teks spoof
3. Siswa bisa menentukan makna kata tertentu dalam konteks
4. Siswa bisa mengidentifikasi teks spoof.

SASARAN PEMBELAJARAN

1. Memahami isi teks spoof.
2. Menjawab pertanyaan dari teks spoof.
3. Menafsirkan dan menemukan kata-kata yang baru.

MATERI PEMBELAJARAN

1. Menentukan gagasan pokok dari teks spoof.
2. Menafsirkan makna dan menemukan kata yang bermakna ganda dalam teks tertulis (unfamiliar words).
3. Menafsirkan hubungan antar kalimat dalam paragraph dari teks spoof.

KEGIATAN PEMBELAJARAN

Kegiatan Guru	Kegiatan Siswa
1. Menyuruh siswa membaca teks yang guru secara individu	1. Membaca teks dengan benar
2. Menyuruh siswa mencatat kata-kata kunci dari teks untuk memahami teks spoof secara individu	2. Mencatat kata-kata kunci dari teks untuk memahami teks tertentu secara individu
3. Memberi pertanyaan tentang isi teks spoof	3. Menjawab pertanyaan tentang isi teks spoof
4. Memberi penjelasan tentang teks spoof dan menyuruh siswa secara berkelompok untuk menganalisis teks	4. Mendengarkan dan merespon penjelasan guru serta menganalisis bentuk teks spoof
5. Menyuruh siswa berkelompok, untuk mengoreksi dan meneliti hasil kerja temannya.	5. Secara berkelompok, siswa saling mengoreksi/meneliti hasil kerja teman penilaian difokuskan pada ketepatan antara pertanyaan dengan jawaban melalui informasi yang diperoleh dari teks.

ALAT DAN SUMBER BELAJAR

1. Alat Belajar: Teks spoof
2. Sumber Belajar: Buku, Internet

PENILAIAN

1. Penilaian Proses berupa lembar pengamatan pada kegiatan inti
2. Penilaian kinerja berupa hasil kerja kelompok.

Lampiran

Help The Lonely Child

Sandy began a job as an elementary school counselor and she was eager to help. One day during recess she noticed a girl standing by herself on one side of a playing field while the rest of the kids enjoyed a game of soccer at the other. Sandy approached and asked if she was all right. The girl said she was. A little while later, however, Sandy noticed the girl was in the same spot, still by herself. Approaching again, Sandy offered, "Would you like me to be your friend?" The girl hesitated, then said, "Okay," looking at the woman suspiciously. Feeling she was making progress, Sandy then asked, "Why are you standing here all alone?" "Because," the little girl said with great exasperation, "I'm the goalie!"

Membantu Anak Yang Kesepian

Sandy mulai pekerjaan sebagai konselor sekolah dasar dan dia sangat ingin membantu. Suatu hari saat jam istirahat ia melihat seorang gadis berdiri sendirian di salah satu sisi lapangan bermain sementara sisa anak-anak menikmati permainan sepak bola di ujung lainnya. Sandy mendekati dan bertanya apakah dia baik-baik saja. Gadis mengatakan dia baik-baik saja. Beberapa saat kemudian, Sandy melihat gadis itu di tempat yang sama, masih sendirian. Sandy mendekatinya lagi dan bertanya "Apakah kamu ingin saya menjadi teman Anda?" Gadis itu ragu-ragu, kemudian berkata, "oke" melihat Sandy dengan curiga. Merasa Merasa dia membuat kemajuan, Sandy kemudian bertanya, "Mengapa kamu berdiri di sini sendirian?" "Karena," kata gadis kecil dengan rasa gemas, "aku kiper!"

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 1

Nama Sekolah : SMA Negeri 1 Tinggimoncong
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/1 (satu)
Materi Pokok : Teks prosedur berbentuk tulis
Alokasi Waktu : 2 X 45 menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.	Mengidentifikasi struktur teks dan unsur kebahasaan dari teks prosedur

2.	<p>Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Membaca tex prosedur berbentuk tulis</p> <p>Membuat teks prosedur berdasarkan instruksi yang diberikan.</p>
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C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa dapat mengidentifikasi struktur teks dari teks prosedur yang telah ditunjukkan oleh guru dengan benar.
2. Siswa dapat mengidentifikasi unsur kebahasaan dari teks prosedur yang telah ditunjukkan oleh guru dengan benar.
3. Siswa dapat membaca tex prosedur berbentuk tulis setelah guru memberikan contoh teks dengan jelas.
4. Siswa dapat membuat teks prosedur berdasarkan instruksi yang diberikan oleh guru.

D. Materi Pembelajaran

Fungsi Sosial: Menyelesaikan pekerjaan, secara lengkap dan urut.

Struktur Teks:

menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan

Unsur Kebahasaan:

- simple present tense
- imperative,
- Nomor yang menyatakan urutan
- kata keterangan

- Ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.

Topik:

Teks prosedur berbentuk manual dan kiat-kiat (*tips*)

E. Metode Pembelajaran:

Scientific Approach

F. Media, Alat, dan Sumber Pembelajaran

1. **Media** : Gambar
2. **Alat** : Realia benda, board marker, kertas karton
3. **Sumber Pembelajaran:**
 - Koran/ majalah berbahasa Inggris
 - Sumber dari internet:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

G. Langkah-langkah pembelajaran

Pertemuan pertama:

a. Pendahuluan (3 menit)

- 1) Guru memberi salam
- 2) Guru memeriksa kehadiran siswa
- 3) Guru mengingatkan tentang materi pembelajaran sebelumnya
- 4) Guru menjelaskan tentang materi pembelajaran yang akan diberikan

b. Kegiatan inti (10 menit)**Mengamati**

- 1) Siswa diminta mengamati dan mengidentifikasi gambar yang ditunjukkan oleh guru

Menanya

- 1) Siswa merespon pertanyaan yang berkaitan dengan gambar secara lisan

Mengeksplorasi

- 1) Siswa diberikan contoh text prosedur
- 2) Siswa mengidentifikasi fungsi sosial, struktur teks dan unsur bahasa yang digunakan dalam text prosedur

Mengasosiasi

- 1) Siswa berpasangan menganalisis dan mencocokkan kalimat yang sesuai dengan gambar

Mengkomunikasikan

- 1) Siswa membacakan pernyataan/kalimat yang telah dianalisis

Penutup (2 menit)

- 1) Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran
- 2) Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Siswa dan guru mengucapkan salam perpisahan.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 2

Nama Sekolah : SMA Negeri 1 Tinggimoncong
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/1 (satu)
Materi Pokok : Teks prosedur berbentuk tulis
Alokasi Waktu : 2 X 45 menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya.	Mengidentifikasi struktur teks dan unsur kebahasaan dari teks prosedur

2.	Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>). Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	. Membaca tex prosedur berbentuk tulis . Membuat teks prosedur berdasarkan instruksi yang diberikan.
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C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa dapat mengidentifikasi struktur teks dari teks prosedur yang telah ditunjukkan oleh guru dengan benar.
2. Siswa dapat mengidentifikasi unsur kebahasaan dari teks prosedur yang telah ditunjukkan oleh guru dengan benar.
3. Siswa dapat membaca tex prosedur berbentuk tulis setelah guru memberikan contoh teks dengan jelas.
4. Siswa dapat membuat teks prosedur berdasarkan instruksi yang diberikan oleh guru.

D. Materi Pembelajaran

Fungsi Sosial: Menyelesaikan pekerjaan, secara lengkap dan urut.

Struktur Teks:

menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan

Unsur Kebahasaan:

- simple present tense
- imperative,
- Nomor yang menyatakan urutan
- kata keterangan

- Ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.

Topik:

Teks prosedur berbentuk manual dan kiat-kiat (*tips*)

E. Metode Pembelajaran:

Scientific Approach

F. Media, Alat, dan Sumber Pembelajaran

1. **Media** : Gambar
2. **Alat** : Realia benda, board marker, kertas karton
3. **Sumber Pembelajaran:**
 - Koran/ majalah berbahasa Inggris
 - Sumber dari internet:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

G. Langkah-langkah pembelajaran

Pertemuan kedua:

a. Pendahuluan (3 menit)

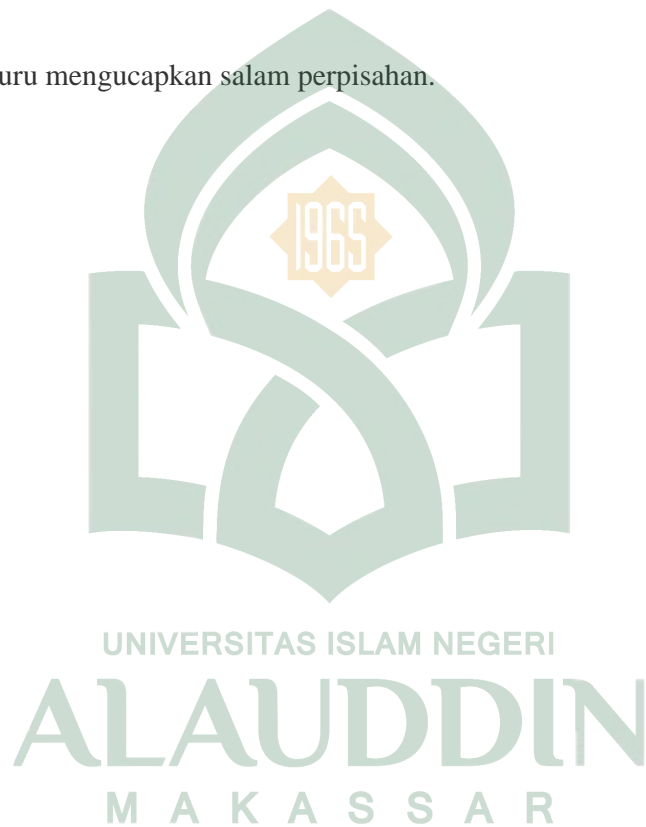
- 1) Guru memberi salam.
- 2) Guru memeriksa kehadiran siswa.
- 3) Guru mengingatkan tentang materi pembelajaran sebelumnya
- 4) Guru menjelaskan materi pembelajaran selanjutnya

b. Kegiatan inti (10 menit)

- 1) Dalam kerja kelompok, siswa menuliskan material dan step berdasarkan gambar
- 2) Dari material dan step yang sudah ada siswa membuat teks prosedur

c. Penutup (2 menit)

- 1) Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran
- 2) Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Siswa dan guru mengucapkan salam perpisahan.



RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 3

Nama Sekolah : SMA Negeri 1 Tinggimoncong
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/1 (satu)
Materi Pokok : Passive voice
Alokasi Waktu : 2 X 45 menit

A. Kompetensi Inti

- KI : Menghargai dan menghayati ajaran agama yang dianutnya
 1
- KI : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli
 2 (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural
 3 dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait
 4 dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>.Mengidentifikasi ungkapan kalimat passive voice dalam berbagai konteks</p> <p>.Mengidentifikasi cirri-ciri kalimat passive voice: fungsi sosial, struktur teks, dan unsur kebahasaan</p> <p>.Menirukan pengucapannya dan menuliskan passive voice</p> <p>. Membandingkan perbedaan passive voice dalam bahasa Inggris dengan kalimat pasif dalam bahasa Indonesia</p> <p>. Membandingkan kalimat passive voice dengan kalimat active</p> <p>. Melakukan percakapan dengan menggunakan passive voice di dalam dan di luar kelas</p> <p>. Menyusun teks ilmiah dengan passive voice</p>

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa dapat mengidentifikasi ungkapan kalimat passive voice dalam berbagai konteks
2. Siswa dapat mengidentifikasi cirri-ciri kalimat passive voice: fungsi sosial, struktur teks, dan unsur kebahasaan
3. Siswa dapat menirukan pengucapannya dan menuliskan passive voice
4. Siswa dapat membandingkan perbedaan passive voice dalam bahasa Inggris dengan kalimat pasif dalam bahasa Indonesia.

D. Materi Pembelajaran

Fungsi Sosial: menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya

Struktur Teks: *Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.*

Unsur Kebahasaan:

- (1) Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form.
- (2) tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.

E. Metode Pembelajaran:

Menyimak, diskusi kelompok, studi pustaka, role- play, penugasan individu dan kelompok.

F. Media, Alat, dan Sumber Pembelajaran

1. **Media** : Menyimak, diskusi kelompok, studi pustaka, role- play, penugasan individu dan kelompok.
2. **Alat** : Spidol, papan tulis, buku.

3. Sumber Pembelajaran:

- Buku Understanding Grammar, Koran/ majalah berbahasa Inggris

G. Langkah-langkah pembelajaran

Pertemuan pertama:

a. Pendahuluan (3 menit)

- 1) Guru memberi salam
- 2) Guru memeriksa kehadiran siswa
- 3) Guru mengingatkan tentang materi pembelajaran sebelumnya
- 4) Guru menjelaskan tentang materi pembelajaran yang akan diberikan

b. Kegiatan inti (10 menit)

Mengamati

- 1) Siswa diminta siap mengikuti pelajaran tentang kalimat passive voice
- 2) Siswa menyimak berbagai contoh kalimat passive voice dan kalimat active (present tense)

Menanya

- 1) Siswa menanyakan tentang pattern of passive voice

Mengeksplorasi

- 1) Siswa mendiskusikan cirri-ciri kalimat passive secara berkelompok
- 2) Siswa menganalisis kalimat dan menentukan kalimat passive voice secara berkelompok

Mengasosiasi

- 1) siswa mempelajari be dalam bentuk present tense secara berpasangan

Mengkomunikasikan

- 1) Siswa secara berpasangan melakukan tanya jawab dengan kalimat passive voice di dalam kelas

Penutup (2 menit)

- 1) Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran
- 2) Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Siswa dan guru mengucapkan salam perpisahan.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 4

Nama Sekolah : SMA Negeri 1 Tinggimoncong
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/1 (satu)
Materi Pokok : Passive voice
Alokasi Waktu : 2 X 45 menit

A. Kompetensi Inti

- KI : Menghargai dan menghayati ajaran agama yang dianutnya
 1
- KI : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli
 2 (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural
 3 dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait
 4 dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>.Mengidentifikasi ungkapan kalimat passive voice dalam berbagai konteks</p> <p>.Mengidentifikasi cirri-ciri kalimat passive voice: fungsi sosial, struktur teks, dan unsur kebahasaan</p> <p>.Menirukan pengucapannya dan menuliskan passive voice</p> <p>. Membandingkan perbedaan passive voice dalam bahasa Inggris dengan kalimat pasif dalam bahasa Indonesia</p> <p>. Membandingkan kalimat passive voice dengan kalimat active</p> <p>. Melakukan percakapan dengan menggunakan passive voice di dalam dan di luar kelas</p> <p>. Menyusun teks ilmiah dengan passive voice</p>

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa dapat mengidentifikasi ungkapan kalimat passive voice dalam berbagai konteks
2. Siswa dapat mengidentifikasi cirri-ciri kalimat passive voice: fungsi sosial, struktur teks, dan unsur kebahasaan
3. Siswa dapat menirukan pengucapannya dan menuliskan passive voice
4. Siswa dapat membandingkan perbedaan passive voice dalam bahasa Inggris dengan kalimat pasif dalam bahasa Indonesia.

D. Materi Pembelajaran

Fungsi Sosial: menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya

Struktur Teks: *Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.*

Unsur Kebahasaan:

- (1) Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form.
- (2) tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.

E. Metode Pembelajaran:

Menyimak, diskusi kelompok, studi pustaka, role- play, penugasan individu dan kelompok.

F. Media, Alat, dan Sumber Pembelajaran

1. **Media** : Menyimak, diskusi kelompok, studi pustaka, role- play, penugasan individu dan kelompok.
2. **Alat** : Spidol, papan tulis, buku.
3. **Sumber Pembelajaran:**
 - Buku Understanding Grammar, Koran/ majalah berbahasa Inggris

G. Langkah-langkah pembelajaran

Pertemuan kedua:

a. Pendahuluan (3 menit)

- 1) Guru memberi salam
- 2) Guru memeriksa kehadiran siswa
- 3) Guru mengingatkan tentang materi pembelajaran sebelumnya
- 4) Guru menjelaskan tentang materi pembelajaran yang akan diberikan

b. Kegiatan inti (10 menit)

Mengamati

- 1) Siswa menyimak contoh kalimat passive voice
- 2) Siswa mengidentifikasi kalimat passive voice

Menanya

- 1) Siswa bertanya mengenai perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris

Mengeksplorasi

- 1) Siswa melengkapi kalimat passive voice dalam bentuk present
- 2) Siswa memeriksa dan menganalisis kalimat passive voice tersebut

Mengasosiasi

- 1) Siswa menganalisis contoh kalimat passive voice dan kalimat active

Mengkomunikasikan

- 1) Siswa secara berkelompok menyusun kalimat passive voice
- 2) mencatat semua masukan guru baik dari aspek fungsi sosial, struktur teks, dan unsur kebahasaan

Penutup (2 menit)

- 1) Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran
- 2) Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Siswa dan guru mengucapkan salam perpisahan.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 5

Nama Sekolah : SMA Negeri 1 Tinggimoncong

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI/1 (satu)

Materi Pokok : Passive voice

Alokasi Waktu : 2 X 45 menit

A. Kompetensi Inti

KI : Menghargai dan menghayati ajaran agama yang dianutnya

1

KI : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli
2 (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural
3 dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait
4 dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>.Mengidentifikasi ungkapan kalimat passive voice dalam berbagai konteks</p> <p>.Mengidentifikasi cirri-ciri kalimat passive voice: fungsi sosial, struktur teks, dan unsur kebahasaan</p> <p>.Menirukan pengucapannya dan menuliskan passive voice</p> <p>. Membandingkan perbedaan passive voice dalam bahasa Inggris dengan kalimat pasif dalam bahasa Indonesia</p> <p>. Membandingkan kalimat passive voice dengan kalimat active</p> <p>. Melakukan percakapan dengan menggunakan passive voice di dalam dan di luar kelas</p> <p>. Menyusun teks ilmiah dengan passive voice</p>

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa dapat mengidentifikasi ungkapan kalimat passive voice dalam berbagai konteks
2. Siswa dapat mengidentifikasi cirri-ciri kalimat passive voice: fungsi sosial, struktur teks, dan unsur kebahasaan
3. Siswa dapat menirukan pengucapannya dan menuliskan passive voice
4. Siswa dapat membandingkan perbedaan passive voice dalam bahasa Inggris dengan kalimat pasif dalam bahasa Indonesia.

D. Materi Pembelajaran

Fungsi Sosial: menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya

Struktur Teks: *Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.*

Unsur Kebahasaan:

- (1) Kata kerja be (is/ am/ are/ was/ were) dan verb 3rd form.
- (2) tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.

E. Metode Pembelajaran:

Menyimak, diskusi kelompok, studi pustaka, role- play, penugasan individu dan kelompok.

F. Media, Alat, dan Sumber Pembelajaran

1. **Media** : Menyimak, diskusi kelompok, studi pustaka, role- play, penugasan individu dan kelompok.
2. **Alat** : Spidol, papan tulis, buku.

3. Sumber Pembelajaran:

- Buku Understanding Grammar, Koran/ majalah berbahasa Inggris

G. Langkah-langkah pembelajaran

Pertemuan ketiga:

a. Pendahuluan (3 menit)

- 1) Guru memberi salam
- 2) Guru memeriksa kehadiran siswa
- 3) Guru mengingatkan tentang materi pembelajaran sebelumnya
- 4) Guru menjelaskan tentang materi pembelajaran yang akan diberikan

b. Kegiatan inti (10 menit)

Mengamati

- 1) Siswa menirukan contoh dalam kalimat passive voice
- 2) Siswa menirukan contoh dalam kalimat passive voice

Menanya

- 1) Siswa bertanya mengenai perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.

Mengeksplorasi

- 1) Siswa menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran.
- 2) Siswa secara berpasangan melakukan tanya jawab dengan menggunakan kalimat passive

Mengasosiasi

- 1) Siswa secara berpasangan melakukan tanya jawab dengan menggunakan kalimat passive

Mengkomunikasikan

- 1) Siswa secara mandiri menuliskan kalimat passive voice
- 2) Siswa saling mengoreksi kalimat yang telah disusun secara berpasangan dan memberikan masukan

Penutup (2 menit)

- 1) Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran
- 2) Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Siswa dan guru mengucapkan salam perpisahan



RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 6

Nama Sekolah : SMA Negeri 1 Tinggimoncong
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/1 (satu)
Materi Pokok : Conditional sentence
Alokasi Waktu : 2 X 45 menit

Kompetensi Inti

- KI : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli
 1 (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural
 2 dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait
 3 dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	<p>. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>.Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>.Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>. Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional</p> <p>.Melakukan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten</p> <p>. Memahami fungsi sosial, struktur teks dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian</p> <p>. Menyusun teks lisan dan tulis untuk menanyakan tentang pengandaian</p>

C. Tujuan Pembelajaran

1. Setelah proses pembelajaran peserta didik mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Setelah proses pembelajaran, peserta didik berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.
3. Setelah proses pembelajaran, peserta didik mampu memahami fungsi sosial, struktur teks dan unsur kebahasaan untuk menanyakan dan menyatakan tentang pengandaian
4. Setelah proses pembelajaran, peserta didik dapat membuat teks tertulis dan lisan tentang pengandaian

D. Materi Pembelajaran

Fungsi Sosial: Saying and asking about supposing situation/condition/event happens in future

Struktur Teks:

- If teenagers eat too much fast food, they can easily become overweight.
- If you exercise regularly, you will get the benefit physically and mentally.

Unsur Kebahasaan:

- (1) If Clauses in simple present
- (2) Main Clause with modals can/ will

E. Metode Pembelajaran:

Communicative approach

F. Media, Alat, dan Sumber Pembelajaran

1. **Media** : LCD, Laptop.
2. **Alat** : Spidol, papan tulis, buku.

3. Sumber Pembelajaran:

- Buku Teks Let's learn English

G. Langkah-langkah pembelajaran

Pertemuan ketiga:

a. Pendahuluan (3 menit)

- 1) Guru memberi salam
- 2) Guru memeriksa kehadiran siswa
- 3) Guru mengingatkan tentang materi pembelajaran sebelumnya
- 4) Guru menjelaskan tentang materi pembelajaran yang akan diberikan

b. Kegiatan inti (10 menit)

Mengamati

- 1) Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks.
- 2) siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan).

Menanya

- 1) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.

Mengeksplorasi

- 1) Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.
- 2) Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran

Mengasosiasi

- 1) Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu

Mengkomunikasikan

- 1) Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas.

Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya

Penutup (2 menit)

- 1) Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran
- 2) Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Siswa dan guru mengucapkan salam perpisahan



APPENDIX I

Instrument Pre test and Post test

Read the spoof text bellow, then chose the correct answer!

Text for questions number 1 to 4!

Last week I took my five-year old son, Willy, to a musical instrument store in my hometown. I wanted to buy him a set of junior drum because his drum teacher advised me to buy him one. Willy likes listening to music very much. He also likes asking me everything he wants to know. Even his questions sometimes seem precocious for a boy of his age. He is very inquisitive. We went there by car. On the way, we saw a policeman standing near a traffic light regulating the passing cars and other vehicles. He blew his whistle now and then. Seeing the policeman blowing his whistle, Willy asked me at once, "Dad, why is the policeman using a whistle, not a drum?" Hearing his unexpected question I answered reluctantly, "Because he is not Phil Collins!"

1. What does the text talk about

- | | |
|--------------------------------|------------------------------------|
| A. Willy and his new drum | B. Phil Collins and his drum |
| C. A policeman and his whistle | D. The writer's five-years old son |

2. From the text above we know that Willy is a/n boy.

- | | |
|-----------|-------------|
| A. Smart | B. Funny |
| C. Stupid | D. Childish |

3. Which sentence makes the text a funny story

- | | |
|-------------------------------------|--|
| A. He is very inquisitive | B. Because he is not Phil Collins |
| C. He blew his whistle now and then | D. He also likes asking me everything he wants to know |

4. What is generic structures of the text above?

- | | |
|-------------------------------------|-----------------------------------|
| A. Orientation-Events-Reorientation | B. Orientation-Twist-Events |
| C. Orientation-Events-Twist | D. Orientation-Complication-Twist |

Text for questions number 5 to 10!

The Blonde and the Lawyer

A blonde and a lawyer are seated next to each other on a flight from LA to NY. The lawyer asks if she would like to play a fun game. The blonde, tired, just wants to take a nap, politely declines and rolls over to the window to catch a few winks. The lawyer persists and explains that the game is easy and a lot of fun. He explains, "I ask you a question, and if you don't know the answer, you pay me \$5.00, and vice versa." Again, she declines and tries to get some sleep. The lawyer, now agitated, says, "Okay, if you don't know the answer you pay me \$5.00, and if I don't know the answer, I will pay you \$500.00." This catches the blonde's attention and, figuring there will be no end to this torment unless she plays, agrees to the game. The lawyer asks the first question. "What's the distance from the earth to the moon?" The blonde doesn't say a word, reaches into her purse, pulls out a \$5.00 bill and hands it to the lawyer. "Okay" says the lawyer, "your turn." She asks the lawyer, "What goes up a hill with three legs and comes down with four legs?" The lawyer, puzzled, takes out his laptop computer and searches all his references, no answer. He taps into the air phone with his modem and searches the net and the library of congress, no answer. Frustrated, he sends e-mails to all his friends and coworkers, to no avail. After an hour, he wakes the blonde, and hands her \$500.00. The blonde says, "Thank you", and turns back to get some more sleep. The lawyer, who is more than a little miffed, wakes the blonde and asks, "Well, what's the answer?" Without a word, the blonde reaches into her purse, hands the lawyer \$5.00, and goes back to sleep.

5. The story tells us about ...
- A. A plane which a blonde and a lawyer took.
 - B. A lawyer who played a game with a blonde.
 - C. A lawyer who bet on something with a blonde.
 - D. A blonde who was tricked by a lawyer.
6. What did the lawyer want to play with the blonde?
- A. Hide and seek
 - B. Chicken limbo
 - C. Jump rope
 - D. Guessing game
7. What was the rule of the game finally?
- A. If the blonde could not answer the lawyer's question, she paid him \$5.00, and vice versa.
 - B. If the blonde could not answer the question, she should pay \$5.00. If the lawyer could not answer her question, he should pay \$500.00.
 - C. If the blonde could not answer the lawyer's question, she paid him \$500.00, and vice versa.
 - D. If the blonde could not answer the lawyer's question, she paid him \$500.00. If the lawyer could not answer her question, he paid her \$5.00.
8. How much money did the blonde benefit from the game?
- A. \$5.00
 - B. \$50.00
 - C. \$500.00
 - D. \$490.00
9. Who was cleverer, the blonde or the lawyer?
- A. The blonde
 - B. The lawyer
 - C. None of them was clever.
 - D. Both were clever
10. The word "miffed" in the last paragraph has the similar meaning to...
- A. Shy
 - B. Happy
 - C. Generous
 - D. Angry

Text for questions number 11 to 14

In Junior high school, we had to wear a white uniform every Monday. I was in my third year when this unforgettable event happened. We had music lessons on Mondays. That day, we had lesson playing a national song on the recorder. The teacher asked us to stand up almost at the same time. But suddenly, Doddy the most handsome boy in the class, who was sitting right behind me, yelled, and said “what happened to your skirt, it's red, Yuck!” God, I was having my period! Actually, I had already felt something wet while sitting, but I didn't have time to check it out because the teacher was already in the class. Now everyone knew about my period. I felt like I wanted to die. The teacher then asked me to change my skirt, so I had to walk out of the classroom while trying to cover my skirt with a bag. That was the most humiliating experience. I have ever had.

11. When did the story take place?

- | | |
|-------------------------|----------------------|
| A. On Wednesday | B. On holiday |
| C. On mathematic lesson | D. On singing lesson |

12. Which statement is not true based on the story?

- A. The writer was wearing white uniform
- B. The teacher was angry when this happened
- C. The writer was on the music lesson when this story happened
- D. The writer was in the third year of junior high school

13. But suddenly, Doddy, the most handsome boy in the class, who was sitting right behind me, yelled and said....The underline word has almost the same meaning as the word....

- | | |
|-----------|------------|
| A. Warned | B. Shouted |
| C. Cried | D. Gazed |

14. Which sentence shows the reorientation of the story?

- A. That day, we had a lesson playing a national song on the recorder
- B. I had to walk out of the Classroom while trying to cover my skirt with a bag
- C. In junior high school, we had to wear a white uniform every Monday
- D. That was the most humiliating experience I've ever had

This text is for questions 15 to 20.

Last holiday, my class made a trip to Anyer. We rented a bus to take us there. On the way, I felt the urgent need to use the bus toilet. I was sure that I had locked the door by turning the handle, but as soon as I slipped off my pants. The bus hit a bump and then the door flew open. I stumbled out into the aisle, exposing myself to all the bus passengers. Everyone stared at me, I scrambled back into the toilet and didn't come out for a long time, I was so embarrassed. What a trip to remember!

15. What does the text tell us about?

- A. My holiday trip
- B. My trip to Anyer
- C. My holiday to Anyer
- D. My memorable holiday

16. What does the second paragraph tell us about?

- A. The embarrassed accident in the bus
- B. The unforgettable experience
- C. The dangerous accident
- D. The mysterious travel

17. "I scrambled back into the toilet" (Line 5)

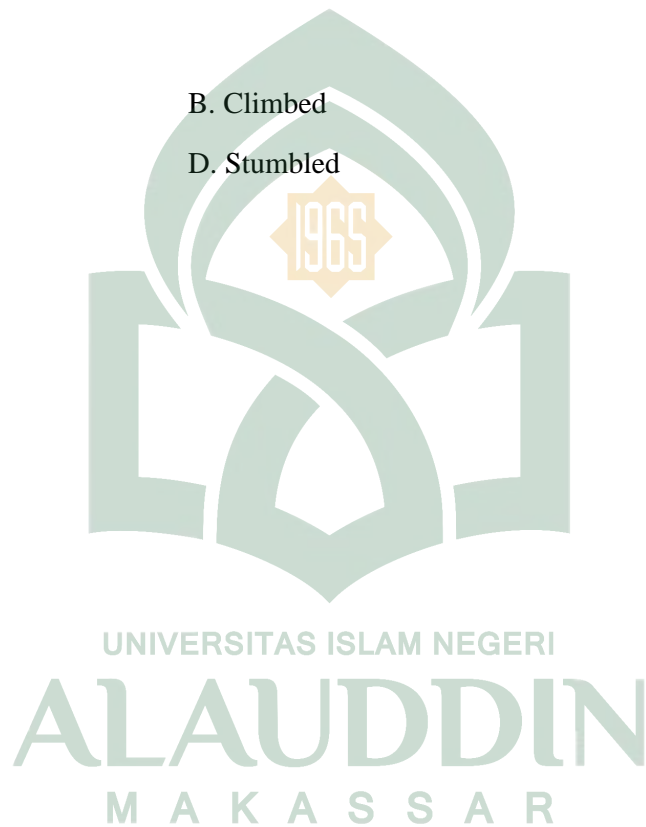
The underlined word means . . .

- A. Moved quickly
- B. Run faster.
- C. Climbed soon
- D. Competed hard

18. Where did the story happen?

- A. In front of the bus door
- B. Last holiday in Anyer
- C. In the bus on the way to Anyer
- D. During a vacation in Anyer

19. According to the story, which statement is true?
- A. The writer went to Anyer alone
 - B. The writer felt ashamed during the trip to Anyer
 - C. The writer was shy to come out from the bus
 - D. The door of the bus flew open when I was slipping off my pants
20. I was so embarrassed. The underlined word has almost the same meaning as the word....
- A. Ashamed
 - B. Climbed
 - C. Dangerous
 - D. Stumbled



CURRICULUM VITAE



The researcher, Supiati was born on June 15th 1994 in Biring Panting Kec. Tombolopao Kab. Gowa, South of Sulawesi. She has five sisters and has no brother. She is the third child of Mansyur and Nursiah.

In 2000, she started her education in SD Inpres Biring Panting Kec. Tombolopao Kab. Gowa and graduated in 2006. She continued her study in MTs Bukit Hidayah Malino Kec. Tinggimoncong Kab. Gowa and graduated in 2009. Then she continued her study in MA Bukit Hidayah Malino Kec. Tinggimoncong Kab. Gowa and graduated in 2012. In 2013, she continued her study at State Islamic University (UIN) Alauddin Makassar.

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